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ABSTRACT

This first volume of a curriculum guide for use in vocational home economics programs in Louisiana includes entry-level materials for students in grades six through eight. The topics from this level may be included in Exploratory Homemaking, an approved elective offering for students in the cited grades. The unit may be limited to nonlaboratory learning experiences, or it may include a simple construction project. Topics covered in the unit are the following: social psychological aspects of clothing, personal appearance, textiles, economic aspects of clothing, clothing care, careers in clothing and textiles, and clothing construction skill development. Each topic is complete with content, student learning activities, and resources. A complete topical outline for all levels is included in the initial pages of each volume of the guide, while topical outlines for each level precede the materials for that specific level. Student competency-based objectives are included for each topic and some suggested student learning activities are given with the content under each topic and subtopic. Teacher and student resources--such as bulletins, pamphlets, audiovisual materials, and state-approved textbooks--are suggested for each topic and subtopic. An appendix to the guide contains a list of supplementary materials with complete reference information and a brief description of the materials, bulletin board ideas, and teaching supplements. (KC)

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ED230776

STATE OF LOUISIANA

DEPARTMENT OF EDUCATION

BULLETIN 1700

CLOTHING AND TEXTILES CURRICULUM GUIDE

VOLUME I

for

Exploratory Homemaking Programs
(Grades 6-8)

Issued by

Office of Vocational Education
N. J. Stafford, Jr., Ed.D.
Assistant Superintendent

J. KELLY NIX
State Superintendent

1983

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TABLE OF CONTENTS

Page
Foreword------------------------------ iv
Acknowledgements---------------------- v
Credits------------------------------- vi

RATIONALE----------------------------- xi

ABOUT THE GUIDE----------------------- xii

CLOTHING AND TEXTILES TOPICAL OUTLINE (Levels I-V)

    Social-Psychological Aspects of Clothing---------- xvi
    Personal Appearance------------------------------- xvi
    Textiles-- xvii
    Economic Aspects of Clothing---------------------- xviii
    Clothing Care------------------------------------- xix
    Careers in Clothing and Textiles------------------ xix
    Clothing Construction Skill Development----------- xx

LEVEL I - CLOTHING AND TEXTILES

SOCIAL-PSYCHOLOGICAL ASPECTS OF CLOTHING

    Functions of Clothing----------------------------- I-001
    Effects of Clothing on the Individual------------- I-003
    Impressions Created by Clothing------------------- I-005
    Art Principles
        Color (Terminology)--------------------------- I-007
        Color (Effects on Personal Coloring)---------- I-009

PERSONAL APPEARANCE

    Posture
        Advantages of Good Posture-------------------- I-011
        Self Sustaining Rules------------------------- I-013
        Maintenance of Body Position------------------ I-017
    Skin Care
        Skin and Care Products------------------------ I-019
        Cosmetics------------------------------------- I-023
    Hair
        Hair Care--Condition, Products, Schedules, Problems- I-025
        Hair Styles----------------------------------- I-028
    Total Look
        Health Habits--------------------------------- I-031
        Type of Accessories--------------------------- I-033

TEXTILES

    Fibers
        Use and Care---------------------------------- I-035
    Fabric Selection---------------------------------- I-039

Table of Contents
(Continued)

Page

ECONOMIC ASPECTS OF CLOTHING

- Decision Making
  - Needs, Wants, Money — I-043
- Wardrobe Planning
  - Situation and Need — I-047
  - Special Wants, Inventory — I-051
  - Care Requirements — I-055
- Shopping for Clothing
  - Predetermined Goals — I-057
- Accepting Consumer Responsibilities
  - Sources of Consumer Information — I-059
- Extending Clothing Resources
  - Terms Used with Recycling and Advantages of Recycling Clothing — I-061

CLOTHING CARE

- Plan
  - Plan for Care of Clothing — I-065
- Storage
  - Principles and Procedures — I-067

CAREERS IN CLOTHING AND TEXTILES

- Job and Career Opportunities in Clothing and Textiles
  - Job and Career Opportunities — I-071

CLOTHING CONSTRUCTION SKILL DEVELOPMENT

- Sewing Equipment
  - Selection, Use, and Care of Small Equipment — I-073
  - Use of Sewing Equipment (Sewing Machine) — I-077
- Pattern Selection
  - Commercial Patterns — I-079
  - Size and Measurement — I-081
  - Packet Information — I-087
- Pattern Preparation, Alteration, and Placement
  - Pattern Symbols, Selecting Pattern Pieces — I-089
  - Placement — I-091
- Fabric Considerations
  - Fabric Preparation--Woven, Knit, Nonwoven — I-095
- Pre-Construction
  - Cutting — I-099
  - Marking — I-103
- Unit Construction
  - Advantage of Method, Developing a Work Plan, Basic Steps in Unit Method — I-107
- Pressing
  - Importance of and Techniques Used in Pressing — I-111
- Seams — I-115
  - Seam Finishes — I-121

Table of Contents
(Continued)

Page

Waistline Finishes
  Facings, Elastic Casings---------------------------------- I-125
Hems
  Kinds, Construction--------------------------------------- I-127
  Finishes for Hems, Hemming Stitches------------------- I-131

APPENDIX
  Supplementary Materials----------------------------------- I-135

FOREWORD

The Clothing and Textiles Curriculum Guide is a vital part of the overall revision of curricula for Louisiana Vocational Home Economics Programs.

Dr. Betty C. Harrison, teacher educator, Department of Vocational Home Economics Education in the School of Vocational Education, Louisiana State University, Baton Rouge, served as director of this curriculum development project. Significant contributions were also made by Mrs. Claudette Simoneaux, research associate for the project, and Mrs. Carole Nola, project secretary. The State Department of Education appreciates the concentrated and collective efforts of these professionals.

The unique contributions of the project advisory council, secondary vocational home economics teachers and other field reviewers, LSU VHEE graduate students, and a skillful professional consultant are also appreciated.

J. Kelly Nix

J. KELLY NIX
State Superintendent of Education

ACKNOWLEDGEMENTS

The Clothing and Textiles Curriculum Guide is the result of a two-year project conducted by Louisiana State University, School of Vocational Home Economics Education, and funded by the Office of Vocational Education, Louisiana State Department of Education.

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Acknowledgements are extended to Dr. Charlie M. Curtis, director, School of Vocational Education, and to Dr. Neva F. Olsen, director, School of Home Economics, Louisiana State University, for their support of this project.

Faculty and staff in each of the schools provided additional support to the project personnel.

Special recognition goes to Dr. Betty C. Harrison, project director; Mrs. Claudette Simoneaux, research associate; and Mrs. Carole Nola, project staff, all of whom worked as a team in developing this guide at Louisiana State University. Personal dedication and sacrifice plus established standards for excellence were exemplified in the development of this guide.

Valuable assistance was provided by the project advisory council, graduate students at LSU in VHEE, in-state field reviewers, and an out-of-state consultant, Ms. Patricia Lindley of the Texas Education Agency in Austin. The research base upon which the guide was developed involved vocational home economics teachers throughout Louisiana, vocational home economics program representatives throughout the nation, and clothing specialists with the cooperative extension service in each state.

To all persons who made contributions to the Clothing and Textiles Curriculum Guide, sincere thanks are expressed.

N. J. Stafford

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Assistant Superintendent
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Project personnel were responsible for the administration and the facilitation of the curriculum development project, project reporting, and the final product.

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In response to a request by project personnel, representatives from vocational home economics teachers in the parish and city systems were recommended by local administrators to be field reviewers for the project. The charge to the reviewers was to critique the prepared materials and submit suggestions for improving the curriculum guide.

Below are the names of the Louisiana vocational home economics teachers who served as field reviewers.

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Diane White (1981)
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Victoria Arku (1981-82)
Dolores Sterling (1982-83)
Felecia Eghan (1982-83)

The participants in the LSU VHEE PIPS Workshop, "Teaching Clothing Apparel and Textile Products," held during 1981-82, critiqued and contributed ideas for the presentation of the final document.

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RATIONALE

During recent years there has been a surge of interest in vocational home economics curriculum development. According to Spitze (1977) curriculum must change along with the societal changes if the profession is to continue to assist individuals to survive in an ever-changing world. Faced with changing families, diverse populations, and national concerns, educators perceived a need to modernize the clothing and textiles curriculum guide for secondary home economics teachers in Louisiana.

Clothing and textiles are a basic need of all persons. Changing conditions and life-styles affect the means by which this need is satisfied. Providing vocational home economics program participants with diverse opportunities for improving decision making, clothing and textiles consumption and care, or entering and advancing in employment at home and the marketplace can enhance the knowledge base, skill development, and attitudinal adjustments of those individuals. Preparing persons for today and tomorrow must be considered when developing curricula to expand years and constant change as well as diverse populations and ages. Seven areas of focus needed in clothing and textiles evolved from the research for this project. The areas are (1) Social-Psychological Aspects of Clothing, (2) Personal Appearance, (3) Textiles, (4) Economic Aspects of Clothing, (5) Clothing Care, (6) Careers in Clothing and Textiles, and (7) Clothing Construction Skill Development. Each of the areas appears to be necessary for the general preparedness of youth and/or adult program participants. However, limited availability of clothing and textiles curriculum guides in America was found. An eagerness to obtain this work was expressed from many areas of the country. The focus for study in clothing and textiles must be relevant to today but adaptable for tomorrow. Therefore, individuals responsible for classroom study must keep current, remain flexible, and willingly adjust classroom opportunities for students to enter and competently exit the program.

A primary goal in using the research base mentioned above in this curriculum development project was to help the classroom teacher. The intent is for the material to be used as a guide and not to delimit the creativity and enthusiasm of the teacher and/or program participant.

The format of the guide allows independent use of topics, objectives, content, student learning experiences, resources and supplementary materials. The division of levels is for facilitating use of the guide. Orientation of the guide is aimed at relating learning opportunities in clothing and textiles to both consumer and homemaking activities and wage-earning aspects of vocational home economics programs.

ABOUT THE GUIDE

This Clothing and Textiles Curriculum Guide was designed for efficient use by teachers in vocational home economics programs. The preparation of the guide began in 1981, and it was completed in 1983.

A group of persons active in the field of clothing and textiles or a related area was asked to serve in an advisory capacity to the project personnel. The committee members from secondary and university teaching, research, extension, business, administration, and private enterprise freely gave of their time and expertise. Needs were appraised, guidelines suggested, reviews performed, and general counsel provided throughout the project.

A survey was conducted by the project personnel to assess needs and identify priorities for subject matter content at various program levels. Selected home economics teachers from each of the 64 parishes and two city school systems plus the advisory committee responded. Concepts to be addressed and the degree of emphasis for those concepts were evaluated. Inquiries were made to all offices of Vocational Home Economics and to all Cooperative Extension Offices in the United States. Based on these findings, a topical outline was prepared.

Some PIP and Summer workshops provided opportunities for topical outline revision, guide components and format ideas, teaching content information, ideas for student learning experiences, and identification of resources on selected topics.

Seven major categories evolved from the research:
--Social-Psychological Aspects of Clothing
--Personal appearance
--Textiles
--Economic Aspects of Clothing
--Clothing Care
--Careers in Clothing and Textiles
--Clothing Construction Skill Development

The topics within the above areas are organized into five levels. Some of the topics are included in more than one level, and the topical outline illustrates the distribution of the topics throughout the guide. The guide has been divided into three volumes to facilitate distribution of the guide to teachers with programs for junior high schools with grades 6 through 8, senior high schools with grades 9 through 12, and out-of-school youth and adults.

Clothing and Textiles--Volume I
This volume includes Level I for entry level students in grades 6 through 8. Topics from Level I may be included in Exploratory Homemaking, an approved elective offering for students in grades 6 through 8. The wide range of topics permits the selection of appropriate learning activities to meet the needs of students in these grades.

The unit may be limited to nonlaboratory learning experiences, or the unit may include a simple construction project, if students have access to a clothing laboratory. The teacher is not expected to include all of the topics and learning activities presented in this volume.

Clothing and Textiles--Volume II
The second volume includes Levels II, III, and IV. These levels focus on the secondary program for students in grades 9 through 12.

Level II is designed for use as the six- to eight-week unit on clothing and textiles in Consumer-Homemaking I, a comprehensive home economics course for students in the ninth and tenth grades. If students have access to a clothing laboratory, the unit may include the construction of a simple garment, such as pants, shorts, or a skirt, and/or a set of samples illustrating basic construction techniques.

Level III is designed for use as the clothing and textiles unit in Consumer-Homemaking II, a comprehensive home economics course for students who are in grades 10 through 12 and who have completed Consumer-Homemaking I. Students should have access to a clothing laboratory, and the unit should include the development of clothing construction skills necessary for the completion of a simple blouse or shirt with set-in sleeves and a collar.

Level IV includes two one-semester courses lasting 18 weeks for students in grades 10 through 12. The topics under IV-A in the topical outline are for the nonprerequisite semester course in Clothing and Textiles. The selection of topics for this course should include consideration of the students' previous experiences in clothing and textiles. Students who have completed Consumer-Homemaking II should not enroll in this semester course, because the major topics included in Consumer-Homemaking II are also included in the nonprerequisite semester course. Topics in clothing construction skill development should be included in the nonprerequisite semester course in Clothing and Textiles. The topics are not repeated, however, and the teacher is required to refer to Levels II and III for appropriate learning experiences in clothing construction.

Level IV also includes topics for the semester course entitled Advanced Clothing and Textiles. These topics are identified under IV-B in the topical outline. Students are required to complete the nonprerequisite semester course in Clothing and Textiles or Consumer-Homemaking I and II prior to enrolling in the advanced semester course.

Clothing and Textiles--Volume III
The third volume includes Level V for adults and out-of-school youth. Learning activities focus on basic and/or advanced experiences in clothing and textile subject matter to meet the needs of participants.

Scope and Sequence

Topics are in sequential order for each category at each level. Each topic is complete with content, student learning activities, and resources. This format allows for rearrangement as deemed appropriate within the levels. All topics are not expected to be included at each level in each program in the State. Selection of the topics for entry-exit competencies of the participants should be within the scope and time frame recommended by the Home Economics Section.

A complete topical outline for all levels is included in the initial pages of each volume of the guide. Topical outlines for each level precede the materials for that specific level. Adhering to the general provisions of the outlines can ensure better articulation and greater achievement.

Student competency-based objectives are included for each topic and/or sub-topic. Each objective indicates specific behavior expected under the conditions identified. The acceptable level of accuracy for each objective will need to be determined by the teacher and/or school system.

The detailed, outlined content area for each topic and/or sub-topic is intended to guide the teacher's presentation of a common body of knowledge. Teachers should feel free to add, delete, or adjust the information provided in the guide according to the needs, interests, and abilities of their students.

Some suggested student learning activities are given with the content under each topic and/or sub-topic. The activities were planned to coincide with the content being presented. Teachers are encouraged to add other unique teaching-learning strategies for the achievement of the objectives stated in the guide. Some ideas for FHA/HERO projects and ideas for special needs students are also included.

Teacher and student resources are provided for each topic and/or sub-topic. Textbooks related to clothing and textiles are those listed in Louisiana State Adopted Textbooks and Materials, 1982. Selected resources include bulletins, pamphlets, and audio-visual materials available for use by the teacher and student.

A listing of supplementary materials is provided in the appendix of each volume of the guide. Included is complete reference information with a brief description of the materials. Bulletin board ideas and teaching supplements are also included.

Reviews

An out-of-state field consultant analyzed the developed plan, provided direction and suggestions for improvement, and reviewed the materials for accuracy, progressiveness, and sound practice in the clothing and textiles content area for home economics programs.

Statewide review of the curriculum materials was done by representative local home economics teachers. Each city and/or parish system was invited to participate in the review. Ideas and suggestions for improvement were considered and incorporated where feasible.

The guide was submitted to the Louisiana Department of Education for approval prior to the printing for widespread distribution.

The Clothing and Textiles Curriculum Guide is just that--a guide--not an all-encompassing end but a beginning for those who use it.

CLOTHING AND TEXTILES TOPICAL OUTLINE

Topics	Levels*/Page Numbers					
	I	II	III	IV-A	IV-B	V
I. SOCIAL-PSYCHOLOGICAL ASPECTS OF CLOTHING						
A. Functions of clothing	001	---	---	001	---	---
B. Effects of clothing on the individual	003	---	---	003	---	---
C. Impressions created by clothing	005	---	---	005	---	---
D. Historical influences on clothing	---	---	---	---	083	---
E. Societal factors affecting clothing	---	---	---	---	085	---
F. Fad, fashion, style	---	---	001	---	087	---
G. Values and life cycle	---	---	---	---	---	001
H. Art principles (color)	007	001	---	007	---	---
1. Color (terminology)	007	---	---	---	---	---
2. Basic color harmonies	---	001	---	---	---	---
3. Color (effects on personal coloring)	009	003	---	---	---	---
4. Color (guidelines for selecting and combining)	---	---	---	007	---	---
I. Art principles (line and design)	---	005	---	009	---	---
1. Lines (basic)	---	005	---	---	---	---
2. Lines (effects)	---	---	---	009	---	---
3. Design (principles of)	---	007	---	---	---	---
4. Design principles and wardrobe coordination	---	009	---	---	---	---
II. PERSONAL APPEARANCE						
A. Posture	011	---	---	---	---	---
1. Advantages of good posture	011	---	---	---	---	---
2. Self sustaining rules	013	---	---	---	---	---
3. Maintenance of body position	017	---	---	---	---	---

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* Level I - Exploratory Homemaking
Level II - Consumer-Homemaking I
Level III - Consumer-Homemaking II
Level IV-A - Clothing and Textiles, nonprerequisite semester course
Level IV-B - Advanced Clothing and Textiles, semester course
Level V - Classes for adults and out-of-school youth

Topics	Levels/Page Numbers					
	I	II	III	IV-A	IV-B	V
B. Skin care	019	---	---	---	---	---
1. Skin and care products	019	---	---	---	---	---
2. Cosmetics	023	---	---	---	---	---
C. Hair	025	---	---	---	---	---
1. Hair care--condition, products, schedules, problems	025	---	---	---	---	---
2. Hair styles	028	---	---	---	---	---
D. Figure (body shapes)	---	---	003	---	---	---
E. Total look	031	011	005	011	---	---
1. Health habits	031	---	---	---	---	---
2. Type of accessories	033	---	---	---	---	---
3. Accessory use in wardrobe	---	---	005	---	---	---
4. Function, selection, and care of accessories	---	---	---	011	---	---
5. Suitability of and general guidelines for accessories	---	011	---	---	---	003
6. Foundation garments	---	---	007	---	---	---
III. TEXTILES						
A. Fibers	035	013	009	017	089	---
1. Use and care	035	---	---	---	---	---
2. Classification	---	013	---	---	089	---
3. Characteristics	---	---	009	017	---	---
B. Yarns (classification)	---	---	---	---	093	---
C. Fabric construction	---	---	012	020	095	005
1. Woven fabrics	---	---	012	020	---	005
2. Basic weaves (plain, satin, twill)	---	---	---	---	095	016
3. Complex weaves	---	---	---	---	098	---
4. Knitted (selection, sewing)	---	---	015	023	---	011
5. Knitted (types, characteristics)	---	---	---	---	101	008
6. Matted, bonded/interlocking, braided, knotted, twisted, or looped	---	---	---	---	104	013
D. Design	---	---	---	---	107	024
1. Dyeing	---	---	---	---	107	024
2. Characteristics and methods of printing design	---	---	---	---	109	026

Topics	Levels/Page Numbers					
	I	II	III	IV-A	IV-B	V
3. Selection and kinds of surface designs	---	---	---	---	111	028
E. Fabric finishes (aesthetic and functional finishes)	---	---	017	025	---	019
F. Fabric selection	039	---	---	---	---	---
IV. ECONOMIC ASPECTS OF CLOTHING						
A. Decision making (needs, wants, money)	043	---	---	031	---	---
B. Wardrobe planning	047	017	---	035	---	---
1. Situation and need	047	---	---	035	---	---
2. Special wants, inventory	051	---	---	039	---	---
3. Care requirements	055	---	---	---	---	---
4. Resources available	---	017	---	---	---	---
5. Clothing for the teenager	---	019	---	---	---	---
C. Shopping for clothing	057	---	023	043	133	---
1. Pre-determined goals	057	---	---	---	133	---
2. Quality indicators	---	---	023	043	---	---
3. Places and time to buy	---	---	---	047	---	---
4. Comparison shopping	---	---	027	051	---	---
D. Accepting consumer responsibilities	059	029	029	053	---	---
1. Sources of consumer information	059	---	---	053	---	---
2. Advertising	---	---	---	055	---	---
3. Labels	---	031	---	057	---	---
4. Basic rights	---	029	---	061	---	---
5. Complaints	---	---	029	063	---	---
6. Federal Trade Commission	---	035	---	---	---	---
E. Family clothing	---	---	---	---	113	030
1. Values and life cycle	---	---	---	---	113	---
2. Selection and features of children's clothing	---	---	---	---	115	030
3. Children's clothing--measuring and sizing, workmanship, buying tips	---	---	---	---	118	033
4. Men's clothing	---	---	---	---	121	036
5. Women's clothing	---	---	---	---	125	039
6. Older person's clothing	---	---	---	---	127	041
7. Special needs	---	---	---	---	131	---

Topics	Levels/Page Numbers					
	I	II	III	IV-A	IV-B	V
F. Extending clothing resources	061	021	031	065	135	043
1. Repairs	---	021	---	---	---	051
2. Terms used with recycling clothing	061	---	---	---	---	---
3. Steps in recycling garments	---	025	---	---	---	---
4. Minor and other changes in recycling garments	---	---	---	---	135	---
5. Recycling an item of clothing	---	---	---	---	137	---
6. Alteration of ready-to-wear, upgrading the quality of ready-to-wear, altering ready-made garments	---	---	031	065	---	043
7. Alteration of custom-constructed clothes	---	---	---	---	139	046
G. Energy needs (factors affecting thermal comfort while using clothing to save energy, conserving energy while sewing, effect of energy on future wardrobe)	---	---	---	---	141	048
V. CLOTHING CARE						
A. Plan for care of clothing	065	---	---	---	---	---
B. Storage principles and procedures	067	---	---	---	---	---
C. Home laundering	---	037	035	069	145	054
1. Procedures	---	037	---	069	---	---
2. Equipment	---	---	---	---	145	---
3. Space	---	---	---	---	148	---
4. Products	---	---	---	---	150	---
5. Stain removal	---	---	035	073	---	054
D. Commercial care	---	---	---	---	155	058
1. Laundering, alteration/repairs	---	---	---	---	155	058
2. Dry-cleaning	---	---	---	---	157	---
VI. CAREERS IN CLOTHING AND TEXTILES						
A. Job and career opportunities in clothing and textiles	071	---	---	---	---	---
B. Personal qualifications	---	041	---	---	---	---

Topics	Levels/Page Numbers					
	I	II	III	IV-A	IV-B	V
C. Job acquisition skills	---	---	039	077	---	---
D. Advancement possibilities	---	---	---	---	161	---
E. Leadership development in clothing and textile careers	---	---	---	---	163	---
VII. CLOTHING CONSTRUCTION SKILL DEVELOPMENT						
A. Sewing equipment	073	043	043	*	167	---
1. Selection, use, and care of small equipment	073	043	---	*	---	---
2. Use of sewing equipment (sewing machine)	077	047	---	*	---	---
3. Selection of large equipment (sewing machine)	---	---	043	---	167	---
4. Care of large equipment (sewing machine)	---	---	045	*	169	---
5. Sewing notions	---	---	047	*	---	---
B. Pattern selection	079	049	---	*	171	060
1. Commercial patterns	079	049	---	*	---	---
2. Size and measurement	081	051	---	*	---	---
3. Packet information	087	055	---	*	---	---
4. Recycling patterns	---	---	---	---	171	060
C. Fabric selection	039	057	---	*	---	---
D. Fabric considerations	095	061	---	*	173	062
1. Fabric preparation, woven, knit, nonwoven	095	061	---	*	---	---
2. Stripes	---	---	---	---	173	062
3. Plaids--identification, selection	---	---	---	---	177	065
4. Plaids--pattern placement, construction techniques	---	---	---	---	180	068
5. Napped and/or one-way designs	---	---	---	---	183	071
E. Pattern preparation, alteration, and placement	089	065	051	*	---	---

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* Refer to the pages indicated for Levels II or III for information on these topics for the nonprerequisite semester course in Clothing and Textiles.

Topics	Levels/Page Numbers					
	I	II	III	IV-A	IV-B	V
1. Pattern symbols, selecting pattern pieces	089	065		*	---	---
2. Pattern alterations	---	---	051	*	---	---
3. Placement	091	067	---	*	---	---
F. Pre-construction	099	071	---	*	---	---
1. Cutting	099	071	---	*	---	---
2. Marking	103	075	---	*	---	---
G. Interfacings	---	---	057	*	---	078
1. Function, types, selection	---	---	057	*	---	078
2. Cutting, application, evaluation	---	---	061	*	---	082
H. Unit construction (advantage of method, developing a work plan, basic steps in unit method)	107	079	---	*	---	---
I. Pressing	111	083	---	*	187	---
1. Importance of and techniques used in pressing	111	083	---	*	---	---
2. Equipment	---	---	---	---	187	---
J. Stay-stitching	---	---	065	*	---	---
K. Seams	115	087	---	*	---	---
L. Seam finishes	121	093	---	*	---	---
M. Fullness	---	097	---	*	191	074
1. Gathering and shirring	---	097	---	*	---	074
2. Darts and tucks	---	099	---	*	---	---
3. Pleats	---	---	---	---	191	076
N. Facings (function, types, cutting, constructing, finishing)	---	---	069	*	---	---
O. Collars (types, application, construction, detachable)	---	---	075	*	---	085
P. Sleeves	---	---	079	*	193	089
1. Vocabulary, selecting sleeve styles	---	---	079	*	---	---
2. Types, fit, parts	---	---	081	*	---	---

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* Refer to the pages indicated for Levels II or III for information on these topics for the nonprerequisite semester course in Clothing and Textiles.

Topics	Levels/Page Numbers					
	I	II	III	IV-A	IV-B	V
3. Characteristics of sleeve types, construction and application	---	---	083	*	---	089
4. Finishes, openings, cuffs, bands	---	---	---	---	193	093
Q. Zippers (types, selection, application)	---	103	---	*	---	096
R. Waistline finishes	125	109	---	*	---	---
1. Facings, elastic casings	125	111	---	*	---	---
2. Waistbands--construction, application, evaluation	---	113	---	*	---	---
3. Identification and selection	---	109	---	*	---	115
S. Hems	127	117	---	*	---	---
1. Kinds, construction	127	117	---	*	---	---
2. Finishes for hems, hemming stitches	131	121	---	*	---	---
T. Fasteners	---	125	---	*	---	102
U. Buttonholes and buttons (types, selection, application)	---	---	087	*	---	117
V. Trims and tapes (types, selection, application)	---	---	---	---	197	106
W. Pockets (types, construction, application)	---	---	---	---	201	109
X. Belts (types, selection, construction)	---	---	---	---	205	113
Y. Tailoring	---	---	---	---	207	120
1. Types--identification	---	---	---	---	207	120
2. Equipment	---	---	---	---	209	122
3. Standards	---	---	---	---	211	124
4. Fabric and pattern	---	---	---	---	213	126
5. Pre-construction	---	---	---	---	215	128
6. Lining, underlining, interfacing	---	---	---	---	217	130
7. Pressing	---	---	---	---	221	133
8. Principles of fitting	---	---	---	---	225	136
9. Construction techniques	---	---	---	---	227	138

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* Refer to the pages indicated for Levels II or III for information on these topics for the nonprerequisite semester course in Clothing and Textiles.

LEVEL I - Clothing and Textiles
(Exploratory Homemaking)

SOCIAL-PSYCHOLOGICAL ASPECTS OF CLOTHING

TOPIC FUNCTIONS OF CLOTHING

OBJECTIVE *Given information on the functions of clothing, the student will be able to relate various functions of clothing to the developmental tasks of adolescence.*

CONTENT	STUDENT LEARNING ACTIVITIES
Functions of Clothing --Protection against the elements --Identification of specific roles/status --Modesty --Adornment/body decoration --Satisfaction of personal needs	Analyze contemporary clothing according to function. Research evidence provided by anthropologists and historians to estimate when people began to wear clothes and how clothing was obtained by prehistoric man. Share with the class examples of clothing which meets specific functions. Analyze three theories about why people wear clothes. Show filmstrip or slides depicting functions of clothing. Relate the functions served by clothing to the needs of persons in different age groups. In buzz groups, relate clothing functions to the adolescent developmental tasks (e.g., assertion of independence from adults, peer group's approval). In groups, select illustrations for the following influences on clothing choice: political events, geography, technological advances.

RESOURCES:

Textbooks

Craig, H. Clothing--A comprehensive study. New York: J. B. Lippincott Company, 1973, 2-16.

Faiola, T. & Pullen, J. The McGraw-Hill guide to clothing. New York: Webster Division, McGraw-Hill Book Company, 1982, 72-77.

Gawne, E. Dress (4th ed.). Peoria, Ill.: Chas. A. Bennett Company, 1978, 12-19.

Giesebing-Williams, Audrey G. Creative living. New York: Butterick Publishing, 1979, 358-63.

Graef, J. & Strom, J. Concepts in clothing. New York: Webster Division, McGraw-Hill Book Company, 1976, 2-9.

Vanderhoff, Margie. Clothes, clues, and careers. Lexington, Mass: Ginn and Company, 1977, 2-5.

Filmstrip

Clothing: The visible self--"The clothes we wear." 1976. Butterick Publishing Company, 161 Sixth Ave., New York, N.Y. 10013

I-003

SOCIAL-PSYCHOLOGICAL ASPECTS OF CLOTHING

TOPIC EFFECTS OF CLOTHING ON THE INDIVIDUAL

OBJECTIVE *Given information on the development of self-concept, the student will be able to describe the influences and effects of clothing on behavior and self-concept.*

CONTENT	STUDENT LEARNING ACTIVITIES
Clothing and Behavior --Clothing may produce specific behaviors .Imitative dress of teachers, stars,or other persons .Sloppy dressing and behaving badly .Dressing for a formal occasion and behaving well	Watch a family-oriented television program and write a summary of the way clothing is used to picture each character's role. Write a skit appropriate for FHA to present to its membership or to the school to illustrate how clothing affects behavior.
Clothing and Self-Concept --A person's clothing reflects self-concept, attitudes toward society and basic needs. .How one feels about one's self or how one is perceived by others is reflected in one's dress .Acceptance of the values of society is displayed when one conforms to societal standards of dress. .Various movements resist society by wearing unorthodox clothing. .Clothing can reflect a need to belong as well as a need for recognition.	Individually analyze one's personal wardrobe. Keep a diary of what is worn at a specific time/activity. Record personal feelings at that time. Prepare a bulletin board depicting how teenagers express individuality and conformity through their choice of clothing.

RESOURCES:

Textbooks

Craig, H. Clothing--A comprehensive study. New York: J. B. Lippincott Company, 1973, 168-169.

Faiola, T. & Pullen, J. The McGraw-Hill guide to clothing. New York: Webster Division, McGraw-Hill Book Company, 1982, 45-48.

Gawne, E. *Dress* (4th ed.). Peoria, Ill.: Chas. A. Bennett Company, 1975, 18.

Paolucci, B., Faiola, T. & Thompson, P. *Personal perspectives* (2nd ed). New York: Webster Division, McGraw-Hill Book Company, 1978. 11-13.

Vanderhoff, M. *Clothes, clues, and careers*. Lexington, Mass.: Ginn and Company, 1981, 42-43.

SOCIAL-PSYCHOLOGICAL ASPECTS OF CLOTHING

TOPIC IMPRESSIONS CREATED BY CLOTHING

OBJECTIVE *Using illustrations of clothing, the student will be able to identify impressions communicated by one's clothing.*

CONTENT	STUDENT LEARNING ACTIVITIES
Clothing Communicates Impressions --Clothing can communicate impressions about a person's .self-concept .attitude and behavior .occupational role .status and prestige .age and sex .economic status .marital status .organizational membership .emotional message	View film "Clothing Communicates." List reasons people dress as they do. Discuss the relationship of clothing and personality. Select pictures of persons dressed in a variety of ways. Explain "first impression" reactions to each picture. Summarize the type of clothing that could be worn to make a desired first impression for a specific occasion. Make a collage of clothing appropriate for the selected occasion. Examine the importance of brand names as status symbols among teenagers. Debate the question, "Does the label make a difference?"

RESOURCES:

Textbooks

Craig, H. Clothing--A comprehensive study. New York: J. B. Lippincott Company, 1973, 179-186.

Faiola, T. & Pullen, J. The McGraw-Hill guide to clothing. New York: Webster Division, McGraw-Hill Book Company, 1982, 16-21.

Gawne, E. Dress (4th ed.). Peoria, Ill.: Chas. A. Bennett Company, 1975, 18-20.

Liddell, L. Clothes and your appearance. South Holland, Ill.: Goodheart-Willcox Company, 1977, 11-15.

Vanderhoff, M. Clothes, clues, and careers. Lexington, Mass.: Ginn and Company, 1981, 42-49.

Vanderhoff, M. Clothes--Part of your world. Lexington, Mass.: Ginn and Company, 1973, 18-23.

Filmstrip

Clothing Communicates. 1973. J. C. Penney Company, Inc. Educational Relations, 1301 Avenue of the Americas, New York, NY 10019.

I-007

SOCIAL-PSYCHOLOGICAL ASPECTS OF CLOTHING

TOPIC ART PRINCIPLES

SUB-TOPIC Color (Terminology)

OBJECTIVE *Given a list of terms used in the study of color, the student will be able to define the terms.*

CONTENT	STUDENT LEARNING ACTIVITIES
Relative Terminology Hue Value Shade Tint Intensity Full intensity Middle-Value grey Neutrals Accents Contrasts Pure colors Cool colors Warm colors Value scale Color wheel	List and define terminology relative to color. Discuss the various color terms. Using fabric swatches, paint, ink or paper, illustrate the various color terms. Identify examples of each term as seen in the room or in clothing worn by students.

RESOURCES:

Textbooks

Brinkley, J., Chamberlain, V., & Champion, F. Teen guide to homemaking (4th ed.). New York: Webster Division, McGraw-Hill Book Company, 1977, 263-264.

Cincinnati Public Schools, Home Economics Department. Exploring fabrics (4th ed.). Bloomington, Ill.: McKnight Publishing Co., 1977, 115-116.

Craig, H. Clothing--A comprehensive study. New York: J. B. Lippincott Company, 1973, 210-211.

Draper, W. & Bailey, A. Steps in clothing skills (Rev. ed.). Peoria, Ill.: Chas. A. Bennett Company, 1978, 131.

Faiola, T. & Pullen, J. The McGraw-Hill guide to clothing. New York: Webster Division, McGraw-Hill Book Company, 1982, 104-105.

Gawne, E. Dress (4th ed.). Peoria, Ill.: Chas. A. Bennett Company, 1975, 71, 74-75.

Liddell, L. Clothes and your appearance. South Holland, Ill.: Goodheart-Willcox Company, 1977, 24, 26-28.

McDermott, I., Norris, J. & Nicholas, J. Homemaking for teen-agers: Book II (4th ed.). Peoria, Ill.: Chas. A. Bennett Company, 1976, 386-387.

Oppenheim, I. Living today. Peoria, Ill.: Bennett Publishing Company, 1981, 229.

Paolucci, B., Faiola, T. & Thompson, P. Personal perspectives (2nd ed.). New York: Webster Division, McGraw-Hill Book Company, 1978, 213-214.

Strum, M., Grieser, E., Lyle, D. & Roberts, J. Guide to modern clothing (3rd ed.). New York: Webster Division, McGraw-Hill Book Company, 1973, 36-38, 40.

The new Vogue sewing book (Rev. ed.). New York: Butterick Publishing, American Can Company, 1980, 8-16.

Vanderhoff, M. Clothes--Part of your world. Lexington, Mass.: Ginn and Company, 1973, 58-59.

Vanderhoff, M., Franck, L., & Campbell, L. Textiles for home and people. Lexington, Mass.: Ginn and Company, 1973, 176.

Vanderhoff, M. Clothes, clues, and careers. Lexington, Mass.: Ginn and Company, 1981, 73-74.

Bulletins

Dedic, B. & Hilliken, J. Putting it all together. Lexington, Ky.: The University of Kentucky Cooperative Extension Service, 1979,

Landry, L. Use color, line, design, and texture in clothing. Madison, Wisconsin: University of Wisconsin-Extension, 1975.

Potter, C. Elements and principles of design. Knoxville, Tenn.: The University of Tennessee Cooperative Extension Service, 1976.

Rankin, V. Designs for you, part III. Columbia, Missouri: University of Missouri-Columbia Extension Division, 1978.

I-009

SOCIAL-PSYCHOLOGICAL ASPECTS OF CLOTHING

TOPIC ART PRINCIPLES

SUB-TOPIC Color (Effects on Personal Coloring)

OBJECTIVE *After the study of personal coloring, the student will be able to determine compatible colors in clothing for different skin tones.*

CONTENT	STUDENT LEARNING ACTIVITIES
Classification of Skin --Red --Yellow --Black --White	
Color Interrelationships with Clothing --Skin tones --Hair color --Eye color --Personal size	Discuss skin color and clothing color choices best suited to the individual.
Basic Hair Colors --Blonde --Redhead --Brunette --Brownette --Gray/Silver/White	Name celebrities who have basic hair colors. Identify colors of clothing most appropriate for each and explain the choice.
Determining Color Types --Skin tones, eyes, hair --Warm or Cool --Makeup	Prepare a plan for using colors compatible to personal coloring.

RESOURCES:

Textbooks

Brinkley, J., Chamberlain, V. & Champion, F. Teen guide to homemaking (4th ed.). New York: Webster Division, McGraw-Hill Book Company, 1977, 264-266.

Craig, H. Clothing--A comprehensive study. New York: J. B. Lippincott Company, 1973, 217-219.

Draper, W. & Bailey, A. Steps in clothing skills (Rev. ed.). Peoria, Ill.: Chas. A. Bennett Company, 1978, 136.

Faiola, T. & Pullen, J. The McGraw-Hill guide to clothing. New York: Webster Division, McGraw-Hill Book Company, 1982, 109-112.

Gawne, E. Dress (4th ed.). Peoria, Ill.: Chas. A. Bennett Company, 1975, 85-87, 89-90.

Jones, J. Clothing--Your way. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1977, 20-21.

Liddell, L. Clothes and your appearance. South Holland, Ill.: Goodheart-Willcox Company, 1977, 30-31.

McDermott, I., Norris, J. & Nicholas, J. Homemaking for teen-agers: Book II (4th ed.). Peoria, Ill.: Chas. A. Bennett Company, 1976, 388-389.

Strum, M., Grieser, E., Lyle, D. & Roberts, J. Guide to modern clothing (3rd ed.). New York: Webster Division, McGraw-Hill Book Company, 1973, 41-42.

Vanderhoff, M. Clothes--Part of your world. Lexington, Mass.: Ginn and Company, 1973, 63.

Bulletins

Potter, G. Elements and principles of design. Knoxville, Tenn.: The University of Tennessee Cooperative Extension Service, 1976.

PERSONAL APPEARANCE

TOPIC POSTURE

SUB-TOPIC Advantages of Good Posture

OBJECTIVE *Having completed a study of posture and its relationship to appearance, students should be able to list eight advantages of good posture.*

CONTENT	STUDENT LEARNING ACTIVITIES
Vocabulary --Posture --Alignment	
Importance of Good Posture --For muscular development and good health --For a better fit in clothes; a smarter look --Improves body functioning --For a taller and slimmer look --Develops self-confidence --Provides strong self-concept --Keeps body organs in alignment --Allows deep breathing --Helps avoid round shoulders and an awkward, clumsy walk	Demonstrate method of testing posture: stand flat against a wall with head, shoulders, buttocks, and calves touching the wall. Point out the need to relax the shoulders without drooping. Each student practice the above.
Poor posture can cause --Back problems --Interference with body system functions --Deposits of weight in areas neither wanted nor needed	Select a peer partner. Analyze posture of each other. Write ways to improve personal posture. Questions one might ask when evaluating his/her posture: What effect does posture have on my appearance? Do I feel tired? What does my posture reveal about me? What can I do to improve my posture?
Weight	

RESOURCES

Textbooks

Brinkley, J., Chamberlain, V. & Champion, F. Teen guide to homemaking (4th ed.). New York: Webster Division, McGraw-Hill Book Company, 1977, 64-66.

Craig, H. *Clothing--A comprehensive study*. New York: J. B. Lippincott Company, 1973, 194-195.

Draper, W. & Bailey, A. *Steps in clothing skills* (Rev. ed.). Peoria, Ill.: Chas. A. Bennett Company, 1978, 54-55.

Gawne, E. *Dress* (4th. ed.). Peoria, Ill.: Chas. A. Bennett Company, 1975, 54-56.

Graef, J. & Strom, J. *Concepts in clothing*. New York: Webster Division, McGraw-Hill Book Company, 1976, 77.

Kelly, J. & Eubanks, E. *Today's teen*. (Rev. ed.). Peoria, Ill.: Chas. A. Bennett Company, 1981, 133.

Liddell, L. *Clothes and your appearance*. South Holland, Ill.: Goodheart-Willcox Company, 1977, 46-48.

Vanderhoff, M. *Clothes, clues, and careers*. Lexington, Mass.: Ginn and Company, 1981, 54-55.

I-013

PERSONAL APPEARANCE

TOPIC. POSTURE

SUB-TOPIC Self Sustaining Rules

OBJECTIVE *Provided with illustrations, demonstrations and an opportunity to practice posture positions, the student will be able to display proper body positions when sitting, standing, walking, picking up objects, and going up and down steps.*

CONTENT	STUDENT LEARNING ACTIVITIES
Rules for Sitting --Back straight --Hips touching the back of the chair --Neck in line with upper back --If working at a desk or table, lean forward from the hips --Keep both feet on the floor most of the time --Cross legs only at ankles --Avoid crossing the legs above the knees --Cross legs only at ankles --May rest one foot on the floor and place the other foot behind it in a locked position	Practice sitting properly. Questions one might ask in evaluating self: How do I feel about the way I am sitting? Is it graceful? Is it comfortable? How long could I sit in this position? Do you think teens do more sitting today than in the past?
Rules for Standing --Head centered over the rest of body --Back straight and shoulders back, but relaxed --Abdomen pulled inward --Hips tucked under slightly --Knees bent slightly, relaxed --Position one foot straight ahead; place the other foot, toes pointing outward, to one side and slightly ahead of the other --Shift positions when standing a long time	Practice standing: Stand as though you are suspended by a wire from the top of your head; this will cause you to keep your head high, shoulders back, and tummy and fanny tucked in. Evaluate each other. Outline silhouette on paper or take candid camera shots of an individual. Evaluate posture.
Rules for Walking --Hold the upper part of the body as one should for	Practice walking easily and gracefully. Walking with a book

standing --Float from the waistline up, walk from the waistline down. --Swing the legs forward from the waistline. --Keep toes pointed straight ahead with feet parallel, knees flexed. --Take a stride that is the approximate length of your foot. --Swing arms easily and move them in opposition to feet.	on the head is a good posture practice.
Rules for Stooping and Picking up Objects --Bend from the knees to lift things from the floor.	Demonstrate body mechanics Students practice Evaluate
--Keep the back straight. --Position feet 8 to 10 inches apart. .Position allows the long muscles in the back and legs to carry the strain when lifting.	Demonstrate. Practice! Practice! Practice!!!
Rules for Going Up and Down Steps --Before ascending or decending... .Pause, .Eye the steps, .Maintain head position parallel to floor,	Design and perform simple classroom exercises.
--Hold body erect, and --Keep knees flexed. --Footing .Entire foot on each step .Come down on step with toe first, then the heel. .Balance self by placing hand lightly on bannister. .Place one foot directly in front of the other.	Prepare a skit to demonstrate good posture vs. poor posture. Compose a routine for improving posture. Set the routine to current music and practice.
Avoid --Heels hanging over the edge of step --Leaning the body forward --Turning knees outward --Straightening knees with each step	

RESOURCES:

Textbooks

Brinkley, J., Chamberlain, V., & Champion, F. Teen guide to homemaking (4th ed.). New York: Webster Division, McGraw-Hill Book Company, 1977, 64-66.

Craig, H. Clothing--A comprehensive study. New York: J. B. Lippincott Company, 1973, 194-195.

Draper, W. & Bailey, A. Steps in clothing skills (Rev. ed.). Peoria, Ill.: Chas A. Bennett Company, 1978, 54-55.

Gawne, E. Dress (4th ed.). Peoria, Ill.: Chas. A. Bennett Company, 1975, 54-55.

Graef, J. & Strom, J. Concepts in clothing. New York: Webster Division, McGraw-Hill Book Company, 1976, 75-77.

Kelly, J. & Eubanks, E. Today's teen. (Rev. ed.). Peoria, Ill.: Chas. A. Bennett Company, 1981, 134.

Liddell, L. Clothes and your appearance. South Holland, Ill.: Goodheart-Wilcox Company, 1977, 46-48.

Strum, M., Grieser, E., Lyle, D. & Roberts, J. Guide to modern clothing (3rd ed.). New York: Webster Division, McGraw-Hill Book Company, 1973, 13.

Vanderhoff, M. Clothes, clues, and careers. Lexington, Mass.: Ginn and Company, 1981, 54-55.

Vanderhoff, M. Clothes--Part of your world. Lexington, Mass.: Ginn and Company, 1973, 33-35.

PERSONAL APPEARANCE

TOPIC	POSTURE
SUB-TOPIC	Maintenance of Body Position
OBJECTIVE	*After studying and practicing good posture positions, students should be able to develop routines and exercises for maintaining pleasing body positions.*

CONTENT	STUDENT LEARNING ACTIVITIES
Ways to Develop and Maintain Pleasing Body Positions --Eat properly. --Exercise daily. --Get proper rest and sleep. --Set individual goals. --Use self-discipline.	Students should develop a plan for improvement of posture, body movements, control of weight, or any deficiency determined in the evaluations. Set up realistic goals and a plan to accomplish them. A reasonable timetable should be used. A critic would be helpful. Develop a maintenance routine for individuals who have pleasing body positions.

RESOURCES

Textbooks

Brinkley, J., Chamberlain, V. & Champion, F. Teen guide to homemaking (4th ed.). New York: Webster Division, McGraw-Hill Book Company, 1977, 64-66.

Craig, H. Clothing--A comprehensive study. New York: J. B. Lippincott Company, 1973, 189-196.

Graef, J. & Strom, J. Concepts in clothing. New York: Webster Division, McGraw-Hill Book Company, 1976, 67-78.

Liddell, L. Clothes and your appearance. South Holland, Ill.: Goodheart-Willcox Company, 1977, 40-48.

Strum, M., Grieser, E., Lyle, D. & Roberts, J. Guide to modern clothing (3rd. ed.). New York: Webster Division, McGraw-Hill Book Company, 1973, 15.

Vanderhoff, M. Clothes, clues, and careers. Lexington, Mass.: Ginn and Company, 1981, 51-58.

Vanderhoff, M. Clothes--Part of your world. Lexington, Mass.: Ginn and Company, 1973, 30-40.

PERSONAL APPEARANCE

TOPIC SKIN CARE

SUB-TOPIC Skin and Care Products

OBJECTIVES *Given available resources to study, the student will be able to determine personal skin types.*

Provided with professional guidance and using printed information, the student will be able to write a position paper on the importance of skin care.

After observing demonstrations and printed illustrations for good skin care, the student will be able to develop proper personal procedures and techniques in caring for the skin.

After reviewing information and actual products, the student will be able to select the skin care products applicable to his/her personal need.

Upon completion of the study on skin care, the student will be able to establish goals and a personal skin care plan to achieve the goals set.

CONTENT	STUDENT LEARNING ACTIVITIES
Characteristics of Various Skin Types --Oily .Flakiness around the nose -excess oil dried from exposure to air .Oily shine on nose, forehead, and chin within an hour after washing .Entire face oily in the mornings .Resists make-up .Coarse .Blackheads .Whiteheads .Blemishes .Sallowness --Dry .Flakiness all over the face .Chapped .Rough, dry .Dull-looking	Invite a dermatologist to speak on skin types and care. Work in partners and determine the individual skin types.

--Combination skin .Oil in the "T Zone" -forehead, nose, chin .Rest of face dry	
Importance of Skin Care --To feel good about yourself --For a clean, healthy appearance --To guard against permanent pitting and scars .Result of acne	Write a position paper on the importance of skin care.
Care Needed for Different Skin Types --Oily .Wash face several times each day. .Use a vegetable fat soap. .Scrub briskly with a circular motion. .Rinse first with warm, then with cold water. .Use an astrigent to tighten pores (optional).	Demonstrate the correct procedures to use in cleaning face. Outline procedures for a personal skin care program. (Project for unit.) Invite a make-up consultant to speak to the class about skin care.
--Dry .Wash twice daily .Use a soap for dry skin or a cleansing cream .Tone with a freshener, not an astringent .Use lotion or moisturizer in the morning, at night, and whenever skin feels dry .A weekly dry-skin treatment	Display examples of products available in the market places for skin care
--Combination skin .Treat oily areas the same as for oily skin. .Treat dry areas the same as for dry skin.	Design a bulletin board on skin care.
Techniques for Good Skin Care --Eat properly. --Cleanse regularly. --Seek medical help, if needed. --Evaluate the effect of emotions on skin's appearance. --Choose skin products carefully. --Use cosmetics appropriately.	Determine personal skin type and ways to guard against acne. Analyze individual skin problem(s) and decide on proper techniques to use to alleviate the problem(s).
Selecting Skin Care Products --Choose facial products designed for personal skin type.	

--Store and use as directed. --Be consistent and disciplined in care given skin.	
Personal Plan for Skin Care --Unit project begun when analyzing skin type --Individualized opportunity for personal care of skin	Design and follow a personalized plan for care of the skin. Designate a "Complexion Day" on the calendar to evaluate progress on plan.

RESOURCES

Textbooks

Brinkley, J., Chamberlain, V. & Champion, F. Teen guide to homemaking (4th ed.). New York: Webster Division, McGraw-Hill Book Company, 1977, 71-72.

Craig, H. Clothing--A comprehensive study. New York: J. B. Lippincott Company, 1973, 195-197.

Draper, W. & Bailey, A. Steps in clothing skills (Rev. ed.). Peoria, Ill.: Chas. A. Bennett Company, 1978, 44-46.

Faiola, T. & Pullen, J. The McGraw-Hill guide to clothing. New York: Webster Division, McGraw-Hill Book Company, 1982, 26-28.

Gawne, E. Dress (4th ed.). Peoria, Ill.: Chas. A. Bennett Company, 1975, 209-212.

Graef, J. & Strom, J. Concepts in clothing. New York: Webster Division, McGraw-Hill Book Company, 1976, 82-84.

Kelly, J. & Eubanks, E. Today's teen (Rev. ed.). Peoria, Ill.: Chas. A. Bennett Company, 1981, 136-138.

Liddell, L. Clothes and your appearance. South Holland, Ill.: Goodheart-Willcox Company, 1977, 51-55.

Strum, M., Grieser, E., Lyle, D. & Roberts, J. Guide to modern clothing (3rd ed.). New York: Webster Division, McGraw-Hill Book Company, 1973, 20-23.

Vanderhoff, M. Clothes, clues, and careers. Lexington, Mass.: Ginn and Company, 1981, 59-60.

Filmstrip

Teen-Aged? Have Acne? Winthop Laboratories, New York, N.Y.

The Acne Factory, Werner Lambert Company.

PERSONAL APPEARANCE

TOPIC SKIN CARE

SUB-TOPIC Cosmetics

OBJECTIVES *Upon completing the study of skin types and coloring, the student will be able to select appropriate personal cosmetics.*

Following a demonstration-discussion on application of cosmetics, the student will be able to outline and/or describe the steps to follow in applying cosmetics correctly.

Given cosmetics, towels, tissues, and mirrors, the student will be able to demonstrate proper application of cosmetics.

CONTENT	STUDENT LEARNING ACTIVITIES
Cosmetics --Purposes .Cleanse .Beautify .Enhance attractiveness .Alter appearance	
Factors to Consider Prior to Buying Cosmetics --Skin type --Color of skin --Special features --Where used .Hair .Eyes .Skin .Facial .Teeth .Nails .Fragrances .Personal hygiene	Collect advertisements of cosmetics. Discuss the slogans and statements made. Determine the degree of accuracy.
Selecting Cosmetics --Appropriate for personal enhancement --Analyzed by consumer considerations	Bring examples of cosmetics to class. Briefly explain function and use of each item.
Reasons for Using Cosmetics --Highlight desirable personal features	Discuss reasons for using make-up.

--Camouflage undesirable features --Raise self concept --Improve personal assets Forms of Make-Up --Liquid --Cream or cake --Stick --Powder Basic Colors for Make-Up --Beige --Brown --Rose	Study magazine illustrations that show suggested procedures for using selected cosmetics. Prepare a display to show form and variety in cosmetics. Determine basic colors used in specific cosmetics. Select appropriate color(s).
Steps in Applying Make-Up --Foundation base --Rouge --Powder with a puff or cotton --Lipstick .Apply in natural lip area --Eyebrow pencil .For color .To straighten brow line --Mascara .Apply to upper lashes	Invite local beautician or cosmetologist to demonstrate proper application of make-up. Practice application of cosmetics to complement personal qualities.

RESOURCES

Textbooks

Brinkley, J., Chamberlain, V. & Champion, F. *Teen guide to homemaking* (4th ed.). New York: Webster Division, McGraw-Hill Book Company, 1977, 72-73.

Draper, W. & Bailey, A. *Steps in clothing skills* (Rev. ed.). Peoria, Ill.: Chas. A. Bennett Company, 1978, 41-46.

Kelly, J. & Eubanks, E. *Today's teen* (Rev. ed.) Peoria, Ill.: Chas. A. Bennett Company, 1981, 138.

Liddell, L. *Clothes and your appearance*. South Holland, Ill.: Goodheart-Willcox Company, 1977, 55-58.

Strum, M., Grieser, E., Lyle, D., & Roberts, J. *Guide to modern clothing* (3rd ed.). New York: Webster Division, McGraw-Hill Book Company, 1973, 21-23.

Vanderhoff, M. *Clothes, clues, and careers*. Lexington, Mass.: Ginn and Company, 1981, 65-67.

Vanderhoff, M. *Clothes--Part of your world*. Lexington, Mass.: Ginn and Company, 1973, 44-45.

PERSONAL APPEARANCE

TOPIC HAIR

SUB-TOPIC Hair Care--Condition, Products, Schedules, Problems

OBJECTIVES *Using an information sheet on conditions of hair, the student will be able to identify and discuss hair condition and its relationship to hair type.*

After reviewing a variety of hair care products, the student will be able to select products suitable for his/her hair type.

Following a presentation on hair care products, the student will be able to determine appropriate products for individual use.

CONTENT	STUDENT LEARNING ACTIVITIES
Condition of Hair --Oily .Separates into strands soon after shampooing -Requires frequent shampooing --Dry .Lacks shine .Feels stiff and fuzzy with brittle ends -Needs frequent conditioning --Normal .Feels soft .Looks shiny and has bounce -Keep clean -Condition once a month --Problem hair .Over-bleached .Split ends -Needs several conditioners -May need to be cut	Distribute information sheet and discuss hair conditions. Determine personal condition of hair. Discuss how hair condition affects the needed care for hair.
Importance of Hair Care --Frequent washing gives hair bounce and body --Reduces the possibility of infection (dandruff) --Produces shiny, healthy looking hair	Discuss the relationship of cleanliness to healthy hair. Explain how different types of hair need different kinds of care.

Products for Care of Hair

- --Shampoo
- --Softeners
- --Rinses and colors
- --Special conditioners

Daily and Weekly Care of Hair

- --Brush daily
- --Massage scalp
- --Shampoo often
- --Use a hair conditioner
- --Use hair spray to control the hairdo

Factors to Consider in Shampooing Hair

- --Hair type
- --Activities
- --Weather
- --Where you live

Purposes of Shampoo

- --Build body
- --Intensify the hair color
- --Eliminate dandruff
- --Control oiliness or dryness

Coping with Hair Problems

- --Dry hair
  - .Massage warm oil into scalp
- --Oily hair
  - .Wash twice weekly
- --Dandruff
  - .Thoroughly brush or use a special dandruff shampoo
- --Unruly hair
  - .Thick and curly--thin and shape frequently, brush often, and use cream rinses
  - .Thin and straight--wear it straight or use a permanent wave.

Collect and display several brands of hair care products. Establish cost-effectiveness.

Write a Product Information Book. Include where products can be obtained, cost range, and when and how to use the different products.

Discuss the importance of proper care for a selected hair type.

Make a daily and weekly hair care plan.

Demonstrate how to provide daily care for normal hair.

Explain how different factors influence when and how you shampoo your hair.

Use creative talents to develop a series of posters depicting various aspects of hair care and/or products.

Invite a beautician to speak to class about hair care, basic hair cutting for a variety of styles, and new trends in hair styles for face shapes.

RESOURCES

Textbooks

Brinkley, J., Chamberlain, V. & Champion, F. Teen guide to homemaking (4th ed.). New York: Webster Division, McGraw-Hill Book Company, 1977, 70-71.

Craig, H. Clothing--A comprehensive study. New York: J. B. Lippincott Company, 1973, 198-201.

Draper, W. & Bailey, A. Steps in clothing skills (Rev. ed.). Peoria, Ill.: Chas. A. Bennett Company, 1978, 31, 40.

Faiola, T. & Pullen, J. The McGraw-Hill guide to clothing. New York: Webster Division, McGraw-Hill Book Company, 1982, 28.

Gawne, E. Dress (4th ed.). Peoria, Ill.: Chas. A. Bennett Company, 1975, 222-225

Graef, J. & Strom, J. Concepts in clothing. New York: Webster Division, McGraw-Hill Book Company, 1976, 79-81.

Kelly, J. & Eubanks, E. Today's teen (Rev. ed.). Peoria, Ill.: Chas. A. Bennett Company, 1981, 142-143.

Liddell, L. Clothes and your appearance. South Holland, Ill.: Goodheart-Willcox Company, 1977, 70-72, 74-77.

Strum, M., Grieser, E., Lyle, D. & Roberts, J. Guide to modern Clothing (3rd ed.). New York: Webster Division, McGraw-Hill Book Company, 1973, 18.

Vanderhoff, M. Clothes, clues, and careers. Lexington, Mass.: Ginn and Company, 1981, 63-64.

PERSONAL APPEARANCE

TOPIC HAIR

SUB-TOPIC Hair styles

OBJECTIVES *Following a study of the hair, the student will be able to list and describe the parts of the hair and the shaft.*

After veiwing strands of hair, the student will be able to describe his/her hair texture and identify his/her type of hair.

After studying information on face shapes and tracing the face outline on the mirror, the student will be able to identify his/her face shape.

Using examples of current hair styles, the student will be able to select a current hair style which corresponds to his/her type of hair and shape of face.

CONTENT	STUDENT LEARNING ACTIVITIES
Hair Parts --Shaft .Cuticle -Overlapping cells resembling shingles on a roof that protect the hair .Cortex -Long, thin cells -Contain the color pigment .Medulla -Center core -empty space --Root .Living part of the hair .Nourished for growth from the blood	Describe the three parts of the hair shaft. Discuss the need for this knowledge.
Types of Hair Extremes --Fine hair .Narrow .Breaks easily .Limp with little or no body --Coarse hair .Large shaft .Wide	Remove strands of hair from head. Discuss texture of the hair. Use a microscope to identify hair type.

Face Shapes --Oval --Round --Oblong --Square --Heart-shaped	Draw and cut out different facial shapes. Determine face shape by observing face in mirror with or without a cloth wrapped about the face.
Factors to Consider Prior to Selecting a Hairstyle --Type and amount of hair --Shape of face, ears, nose, chin and neck --Size and contour of your head --Hairline	
Suggested Hairstyle Consideration for Various Face Types --Oval .Select simple hair style. .Part in the center. --Round .Add height or length. -Lift hair at crown by curling or shaping. -Wear a straight bob. --Oblong .Add width at cheekbones. .Fluff or curls at side of head. .Wear hair medium length. --Square .Fluff hair or use soft curls at the temples.	Visit a hair stylest to inquire about hair styles appropriate for various face shapes. Determine hair style for individual face shape. Make a collage of current hairstyles for males and/or females. Show which face type could wear which current style.
--Heart-shaped .Minimize width at the forehead .Smooth on top and at the temples with curls or fluff where jaw starts to narrow	(FHA) Sponsor a hair styling clinic at school.

RESOURCES

Textbooks

Brinkley, J., Chamberlain, V. & Champion, F. Teen guide to homemaking (4th ed.). New York: Webster Division, McGraw-Hill Book Company, 1977, 70-71.

Craig, H. Clothing--A comprehensive study. New York: J. B. Lippincott Company, 1973, 198-201.

Draper, W. & Bailey, A. Steps in clothing skills (rev. ed.). Peoria, Ill.: Chas. A. Bennett Company, 1978, 31-40.

Faiola, T. & Pullen, J. The McGraw-Hill guide to clothing. New York: Webster Division, McGraw-Hill Book Company, 1982, 28.

Gawne, E. Dress (4th ed.). Peoria, Ill.: Chas. A. Bennett Company, 1975, 222-225.

Graef, J. & Strom, J. Concepts in clothing. New York: Webster Division, McGraw-Hill Book Company, 1976, 79-81.

Kelly, J. & Eubanks, E. Today's teen (Rev. ed.). Peoria, Ill.: Chas. A. Bennett Company, 1981, 142-143.

Liddell, L. Clothes and your appearance. South Holland, Ill.: Goodheart-Willcox Company, 1977, 70-72, 74-77.

Strum, M., Grieser, E., Lyle, D. & Roberts, J. Guide to modern clothing (3rd ed.). New York: Webster Division, McGraw-Hill Book Company, 1973, 18.

Vanderhoff, M. Clothes, clues, and careers. Lexington, Mass.: Ginn and Company, 1981, 63-64.

I-031

PERSONAL APPEARANCE

TOPIC TOTAL LOOK

SUB-TOPIC Health Habits

OBJECTIVES *Using guidelines for good nutrition, the student will be able to explain why one needs to follow a daily eating guide for good health.*

After reading selected references on exercising for good health, the student will be able to outline the importance of exercise and demonstrate simple exercises to keep physically fit.

CONTENT	STUDENT LEARNING ACTIVITIES
Bases for Good Health --Good nutrition --Proper exercise --Adequate rest --Good mental attitude	
Daily Food Guide --Milk and milk products --Meat and meat substitutes --Vegetables and fruits --Breads and cereals	Review the food groups and functions of nutrients. Brainstorm to establish a list of food statements you have heard. Discuss these statements and judge the nutritional soundness.
Considerations that are Basic to Good Health --Follow the daily food guide. --Know functions of nutrients. --Avoid crash diets and fads. --Develop good eating habits. --Maintain calorie intake equivalent to energy output.	Develop a personal diet plan to meet individual needs. Determine calorie intake and output for one day. Demonstrate selected exercise to keep physically fit.
Proper Exercise --Encourages good posture --Aids in weight control --Promotes good health	Research human and nonhuman resources available in the community which support exercise for physical fitness and good posture.
Considerations for Simple Exercise --Appropriateness of the exercise --Good posture exercise techniques --Rest and relaxation --Personal hygiene	Design an exercise schedule for weight loss or other identified need. Perform exercises to shape and tone specific areas of the body.

Health and Appearance --Good health habits enhance personal appearance. .Skin .Hair .Posture .Physique .Body shape	Explain how good health habits affect personal appearance. FHA Sponsor a student body project at lunch recess.

RESOURCES

Textbooks

Brinkley, J., Chamberlain, V., & Champion, F. *Teen guide to homemaking* (4th ed.). New York: Webster Division, McGraw-Hill Book Company, 1977, 378-381.

Craig, H. *Clothing--A comprehensive study*. New York: J. B. Lippincott Company, 1973, 189-196.

Gawne, E. *Dress* (4th ed.). Peoria, Ill.: Chas. A. Bennett Company, 1975,

Graef, J. & Strom, J. *Concepts in clothing*. New York: Webster Division, McGraw-Hill Book Company, 1976, 53-78.

Kelly, J. & Eubanks, E. *Today's teen* (Rev. ed.). Peoria, Ill.: Chas A. Bennett Company, 1981, 335, 339, 340, 344-347.

Liddell, L. *Clothes and your appearance*. South Holland, Ill.: Goodheart-Willcox Company, 1977, 12-15.

McDermott, I., Norris, J. & Nicholas, J. *Homemaking for teen-agers: Book II* (4th ed.). Peoria, Ill.: Chas. A. Bennett Company, 1976, 466-500.

New Simplicity sewing book. New York: Simplicity Pattern Company, 1979, 2-10.

Strum, M., Grieser, E., Lyle, D. & Roberts, J. *Guide to modern clothing* (3rd ed.) New York: Webster Division, McGraw-Hill Book Company, 1973, 44-48.

Vanderhoff, M. *Clothes, clues, and careers*. Lexington, Mass.: Ginn and Company, 1981, 51-53.

Vanderhoff, M. *Clothes--Part of your world*. Lexington, Mass.: Ginn and Company, 1973, 31-33.

PERSONAL APPEARANCE

TOPIC	TOTAL LOOK
SUB-TOPIC	Type of Accessories
OBJECTIVE	*Given available resources to study, the student will be able to identify the different accessories suitable for garments.*

CONTENT	STUDENT LEARNING ACTIVITIES
Accessories --Items that accompany and/or enhance the major garment	Define the term "accessories."
Examples of Accessories --Shoes --Handbags --Hosiery --Scarves --Jewelry --Belts	Bring examples of accessories to class and place on display. From an individual field trip to local stores, compile a list of available accessoreis, approximate quality, and range of cost. Share with class members.
Role of Accessories in Wardrobe --Updating last year's outfit --Adding a spot of interest to a garment --Providing a color accent --Changing a dress from dressy to sporty or tailored --Accenting attractive features --Expressing the personality of the wearer --Affecting mood and/or spirit of the wearer	Using illustrations show how accessories can change the effect of a garment. Write a news article about the use of accessories. Have students make posters using pictures of two or more basic garments showing different accessories used to enhance the garment.

RESOURCES:

Textbooks

Cross, A. Enjoying family living. Philadelphia, Pa.: J. B. Lippincott Company, 1973, 302-304.

Craig, H. Clothing--A comprehensive study. New York: J. B. Lippincott Company, 1973, 219.

Draper, W. & Bailey, A. Steps in clothing skills (Rev. ed.). Peoria, Ill.: Chas. A. Bennett Company, 1978, 516.

Faiola, T. & Pullen, J. The McGraw-Hill guide to clothing. New York: Webster Division, McGraw-Hill Book Company, 1982, 285-286.

Graef, J. & Strom, J. Concepts in clothing. New York: Webster Division, McGraw-Hill Book Company, 1976, 87-89.

Kelly, J. & Eubanks, E. Today's teen (Rev. ed.). Peoria, Ill.: Chas. A. Bennett Company, 1981, 165.

Liddell, L., Clothes and your appearance. South Holland, Ill.: Goodheart-Willcox, 1977, 96-99.

Oppenhein, I. Living today. Peoria, Ill.: Bennett Publishing Company, 1981, 227.

The Vogue sewing book (Rev. ed.). New York: Butterick Division, American Can Company, 1973, 454.

Vanderhoff, M. Clothes--Part of your world. Lexington, Mass.: Ginn and Company, 1973, 88.

Pamphlets

Accessories. Cooperative Extension Service, Lexington, KY: University of Kentucky, College of Agriculture.

Clark, M. Accent on accessories. Cooperative Extension Service, Morgantown, West Virginia: West Virginia University for Extension and Continuing Education.

Culp, B. Step into accessories for a total look. College Station: Texas Agricultural Extension Service, Texas A & M University.

King, B. Styling with scarves. Cooperative Extension service; Lexington, KY: University of Kentucky, College of Agriculture.

Money Management Institute. Your clothing dollar. Prospect Heights, Ill.: Household Finance Corporation, 1978, 26.

Rader, H. Hosiery. Knoxville, Tenn.: Cooperative Extension Work in Agriculture and Home Economics, University of Tennessee, n.d.

Rader, H. Handbags. Knoxville, Tenn.: Cooperative Extension Work in Agriculture and Home Economics, University of Tennessee, n.d.

Rankin, V. Accessories. Columbia, Mo.: Extension Division, School of Home Economics: University of Missouri, n.d.

Winge, J. Accent on Accessories. Fargo, N.D.: Cooperative Extension Service, North Dakota State University, n.d.

I-035

TEXTILES

TOPIC FIBERS

SUB-TOPIC Use and Care

OBJECTIVES *Using information on characteristics of fibers, the student will be able to cite uses of the various fibers.*

Given available resources to study, the student will be able to equate the relationship of fiber characteristics with intended use of the fibers.

CONTENT	STUDENT LEARNING ACTIVITIES
Use of Fibers --Natural fibers .Cotton -Heavy duty clothing as well as light clothing -Undergarments and sleepwear	Visit stores to read labels on garments and upholstery. Note fiber content of products and care required. Report findings on fiber content to class.
-Household items	Read assignment on use of fibers.
.Linen -Church altar cloths -Fine handkerchiefs -Summer dresses and suits -Table linens	Display various fibers. Label use of fibers on display.
.Wool -Winter clothing -Sweaters, scarfs, and mittens -Carpets -Hats -Blankets .Silk -Wedding dresses -Evening and cocktail gowns -Ties and scarfs --Manufactured fibers .Rayon -Wearing apparel -Drapery and upholstery .Acetate and Triacetate -Evening gowns and party clothing -Outer garments -Drapery -Upholstery fabric .Nylon -Lingerie	Compare a written assignment on "Fiber Characteristics versus Use."

-Hosiery
-Ski clothes
-Swimwear
-Carpets
.Upholstery
.Acrylic fibers
-Bulk knit such as sweaters
-Work clothing
-Blankets
-Carpets
.Polyester fibers
-Neckties
-Wearing apparel of all types
-Filler for pillows, blankets, quilts
-Curtains
.Modacrylic fibers
-Sleepwear for children
-Draperies

Care for Fibers
--Natural fibers
.Cotton
-Washes easily
-Accepts chlorine bleach and high heat
.Linen
-Iron while damp on wrong side.
-Avoid folding fabric to prevent creasing.
-Avoid bleaches and vigorous rubbing of fabric.
.Wool
-Brush and air occasionally.
-Dry clean or wash with mild soap in lukewarm water.
-Do not tumble dry.
-Avoid use of chlorine bleach.
.Silk
-Dry clean
-Hand wash using lukewarm water and no chlorine bleach.
-Press with warm iron.
--Manufactured fibers
.Rayon
-Shrink in laundering.
-Iron at medium temperature.
.Acetate and Triacetate
-Hand wash in lukewarm water.
-Press on the wrong side.

Prepare a bulletin board display on care for natural fibers. Mount and label swatches of common fabric made from the different natural fibers.

Demonstrate care of the various natural fibers. Compare results of some misuse of care products on selected fibers.

Select a sample of rayon and one of acetate or triacetate. Test samples with various heats of the iron. Determine the amount of heat that can be applied to samples before damage occurs.

while damp
- Dry clean

.Nylon
- Sensitive to strong sunlight
- Machine wash in warm water.
- Use fabric softeners to reduce static electricity.

.Acrylic fibers
- Launder in warm water.
- Press with medium heat.

.Polyester fibers
- Use fabric softener to reduce static electricity.
- Pretest soiled areas with soap or detergent.

.Modacrylic fibers
- Wash garments inside out to prevent pilling.
- Use chlorine bleach to remove stains.

Have students select a garment and launder it properly at home then report on the results. Suggest modacrylic or acrylic, nylon, or rayon.

RESOURCES

Textbooks

Cincinnati Public Schools, Home Economics Department. Exploring fabrics (4th ed.). Bloomington, Ill.: McKnight Publishing Company, 1977, 29-31.

Craig, H. Clothing--A comprehensive study. New York: J. B. Lippincott Company, 1973, 246-252.

Draper, W. & Bailey, A. Steps in clothing skills (Rev. ed.). Peoria, Ill.: Chas. A. Bennett Company, 1978, 71-76.

Faiola, T. & Pullen, J. The McGraw-Hill guide to clothing. New York: Webster Division, McGraw-Hill Book Company, 1982, 122-125.

Gawne, E. Dress (4th ed.). Peoria, Ill.: Chas. A. Bennett Company, 1975, 346-392.

Graef, J. & Strom, J. Concepts in clothing. New York: Webster Division, McGraw-Hill Book Company, 1976, 34-43.

Kelly, J. & Eubanks, E. Today's teen (Rev. ed.). Peoria, Ill.: Chas. A. Bennett Company, 1981, 155-160.

Levy, L. & Feldman, B. Textile workbook (Rev. ed.). Belmont, Calif.: Fearon Pitman Publishers, 1970, 67-68, 79, 84, 89, 98, 100, 102.

Liddell, L. Clothes and your appearance. South Holland, Ill.: Goodheart-Willcox Company, 1977, 174-193.

McDermott, I., Norris, J. & Nicholas, J. Homemaking for teen-agers: Book II (4th ed.). Peoria, Ill.: Chas. A. Bennett Company, 1976, 188-233.

Strum, M., Grieser, E., Lyle, D. & Roberts, J. Guide to modern clothing (3rd ed.). New York: Webster Division, McGraw-Hill Book Company, 1973, 59-66.

Textile handbook (5th ed.). Washington, D.C.: American Home Economics Association, 1974, 7-33.

Vanderhoff, M. Clothes, clues, and careers. Lexington, Mass.: Ginn and Company, 1981, 108-112.

Vanderhoff, M., Franck, L. & Campbell, L. Textiles for home and people. Lexington, Mass.: Ginn and Company, 1973, 16-18, 22-25, 32-35, 38-39, 46-47, 50-53, 55, 59-60, 63, 66-68, 70-71, 72-76.

Filmstrip/Cassettes

"Wear and care of textiles" American Textile Manufacturers Institute Inc., 1101 Connecticut Ave, N.W., Washington, D.C. 20036.

"What about the fabric?"
Part I - Clothing
Part II - Textiles for the home
Part III - Home sewing, recreation and accessories

TEXTILES

TOPIC FABRIC SELECTION

OBJECTIVES *After reading selected references on fabric selection, the student will be able to determine factors that will affect the choice of fabric for a given situation.*

Given information on shopping for fabrics, the student will be able to identify quality fabrics.

Upon the completion of lesson on selecting fabrics for various needs, the student will be able to select from the suggested list on back of a pattern envelope fabrics suitable for a particular item.

CONTENT	STUDENT LEARNING ACTIVITIES
Vocabulary --Grain --Lengthwise yarns --Crosswise yarns --Bias --Selvage	Illustrate the fabric terms. Display the illustration.
Factors Affecting Choice of Fabric --Style of garment --Figure type --Individual clothing need --Sewing ability --Purpose of garment	Read available resources on selecting fabric and cite factors that will affect the choice of fabric for a project.
Characteristics of Fabrics Suitable for Beginners --Firm weave --Medium-weight fabric --Solid colors or small all-over designs	Construct bulletin board using fabric samples suitable for specific apparel.
--Moderate price --Easy care --Durable --Stable quality --Suitability to pattern	Examine two different grades of the same type of fabric. Compare care, price, use, and appearance.
Shopping for Fabrics --Look for fiber content, fabric width, and finish. --Check for shrinkage. --Observe wrinkle-resistance. --Note the grain of woven fabric. --Secure a permanent care label. Examine care labels and note difference in care requirements and symbols.	Visit a fabric shop or department store. Identify the decision one must make and how one's knowledge of textiles and fabrics relates to sound consumer decisions. Write a report.

Common Fabric Defects --Flaws in yarn --Tears or cuts --Color changes in fabric piece --Excess sizing --Misprinted pattern	Examine fabrics before purchasing. Identify any defects present in cloth.
Selecting Specific Fabrics --Wovens .Correct grain lines --Knits .Test stretch and recovery of knit fabric by using the knit gauge on the pattern envelope. .Check for wrinkle and run resistance.	Working in groups, list factors to consider when selecting fabric for specific garments. Visit a fabric shop and identify appropriate fabrics to use for specific garments.
--Plaids, stripes, napped, or one-way designs .May need to purchase extra amounts of fabric	Discuss problems associated with use of plaids, stripes, or one-way designs.
.Fold fabric to match stripes or plaids. .Lay all pieces of pattern in same direction on fabric.	Demonstrate how to lay a specific pattern on fabric with special considerations.
Considerations when Selecting Fabric --Be sure that line, color, texture, and designs. complement the figure, coloring, and personality. --Select fabric appropriate for the pattern. --Be sure that the fabric is suited for the intended use of the garment. --Use natural light to look at the fabric. --Read the label.	Divide into small groups. Each group selects a fabric and coordinates with a suitable pattern. Share findings with class members.

RESOURCES

Textbooks

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Burns, M. & Bishop, E. Super sewing. Philadelphia, Pa.: J. B. Lippincott Company, 1974, 19-21.

Faiola, T. & Pullen, J. The McGraw-Hill guide to clothing. New York: Webster Division, McGraw-Hill Book Company, 1982, 266-267.

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Graef, J. & Strom, J. Concepts in clothing. New York: Webster Division, McGraw-Hill Book Company, 1976, 170-174.

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Vanderhoff, M. Clothes, clues, and careers. Lexington, Mass.: Ginn and Company, 1981, 212-213.

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Clark, K. Selecting fabrics and notions. Norgantown, W. V.: West Virginia University Cooperative Extension Service.

Learn how to predict fabric performance. Newton, Ia.: The Maytag Company.

Mead, M. Choosing fabric. Urbana-Champaign, Ill.: University of Illinois Cooperative Extension Service.

Minifie, F. Anatomy of fabric. New Brunswick, N. J.: Rutgers--The State University of New Jersey Cooperative Extension Service, 1978.

Rader, H. Patterns and fabrics. Knoxville, Tenn.: The University of Tennessee Institute of Agriculture, 1976.

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Winge, J. Sewing with woven fabrics. Fargo, N. D.: North Dakota State University Cooperative Extension Service, 1978.

--Sewing equipment available
--Time management
--Costs
--Originality and creativity in clothes

RESOURCES

Textbooks

Brinkley, J., Chamberlain, V. & Champion, F. Teen guide to homemaking (4th ed.). New York: Webster Division, McGraw-Hill Book Company, 1977, 54, 159-160, 232.

Cincinnati Public Schools, Home Economics Department. Exploring fabrics (4th ed.). Bloomington, Ill.: McKnight Publishing Company, 1977, 39, 261-273, 278.

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I-047

ECONOMIC ASPECTS OF CLOTHING

TOPIC WARDROBE PLANNING

SUB-TOPIC Situation and Need

OBJECTIVES *Following a discussion on wardrobe planning, the student will be able to identify factors that influence personal wardrobe planning.*

Using the information acquired from the discussions on wardrobe planning, the student will be able to assess a well-planned wardrobe.

Given selected resources to study, the student will be able to identify the steps in planning a personal wardrobe.

Using the information on wardrobe assessments and specific situations, the student will be able to determine clothing needs for a personal wardrobe.

CONTENT	STUDENT LEARNING ACTIVITIES
Wardrobe --Collection of clothing worn during a given season of the year	Read references to find a definition of wardrobe. Illustrate the components of a wardrobe--show ways to add to basic clothing.
Factors that Influence Wardrobe Planning --Income --Geographical location --Composition of the family --Varied activities --Present wardrobe --Available shopping facilities --Climate --Friends	On the board list factors that influence a person's wardrobe requirements. Decide which factor(s) have the most influence in planning wardrobe. Evaluate a personal wardrobe. Identify items as "essential" or "non-essential" for inclusion in wardrobe.
Characteristics of a Well-Planned Wardrobe --Adequate number of garments to meet daily requirements --Accessories to enhance or extend use of basic garments --Basic color schemes for which garments can be combined --Garments that are attractive, becoming, and comfortable --Suitable items for all occasions	Brainstorm to identify characteristics of a well-planned wardrobe. Construct a bulletin board to illustrate the characteristics of a well-planned wardrobe. List reasons why wardrobe planning may be profitable. Compare the benefits of a well-planned wardrobe vs. the effects

- --Clothes express personality
- --Appropriate fabric selections for climatic conditions
- --Mix and match items
- --Wearer has a "total look" on every appearance

Guidelines to Follow in Wardrobe Planning

- --Buy, make, or repair only garments that will be used.
- --Plan for combination of garment pieces.
- --Use a color-coordinated plan for wardrobe.
- --Prepare a list of garments on hand with colors to use when shopping.
- --Coordinate accessories with additions to the wardrobe.
- --Make a plan for care of clothing.
- --Revise and change wardrobe plans as wants and needs change.
- --Develop a spending plan.

Rules for Planning a Minimum Wardrobe

- --One to wear
- --One being washed or cleaned
- --One to serve as a spare

Adding Clothing to Present Wardrobe

- --Plan to suit situation and/or need.
- --Select and use becoming designs.
- --Recycle or repair clothing as needed.
- --Decide whether to buy and/or make garments.

of poor wardrobe planning. Role play specific situations.

Evaluate finished wardrobe plan according to characteristics developed in class.

Invite a fashion coordinator to show how to coordinate and extend a wardrobe for personal use.

Interview a person who is considered to be well-dressed.

Discuss importance of planning a wardrobe.

(FHA) Assess existing clothing to determine future wardrobe needs.

Using clippings from magazines or mail order catalogs, plan a personal school wardrobe for a special event or vacation.

Describe how weekend activities can influence one's choice for clothing.

RESOURCES

Textbooks

Brinkley, J., Chamberlain, V. & Champion, F. Teen guide to homemaking (4th ed.). New York: Webster Division, McGraw-Hill Book Company, 1977, 262-263.

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Kelly, J. & Eubanks, E. Today's teen (Rev. ed.). Peoria, Ill.: Chas. A. Bennett Company, 1981, 163-165.

Oppenhein, I. Living today. Peoria, Ill.: Bennett Publishing Company, 1981, 224-227.

Strum, M., Grieser, E., Lyle, D. & Roberts, J. Guide to modern clothing (3rd ed.). New York: Webster Division, McGraw-Hill Book Company, 1973, 92-94.

Vanderhoff, M. Clothes, clues, and careers. Lexington, Mass.: Ginn and Company, 1981, 102-104.

Vanderhoff, M. Clothes--Part of your world. Lexington, Mass.: Ginn and Company, 1973, 86-88.

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Wilson, R. A. Investment in dressing. University Park, Pa.: The Pennsylvania State University Extension Service, 1976, 8-13.

Winge, J. W. Planning a wardrobe. Fargo, N. D.: North Dakota State University Extension Service, 1977.

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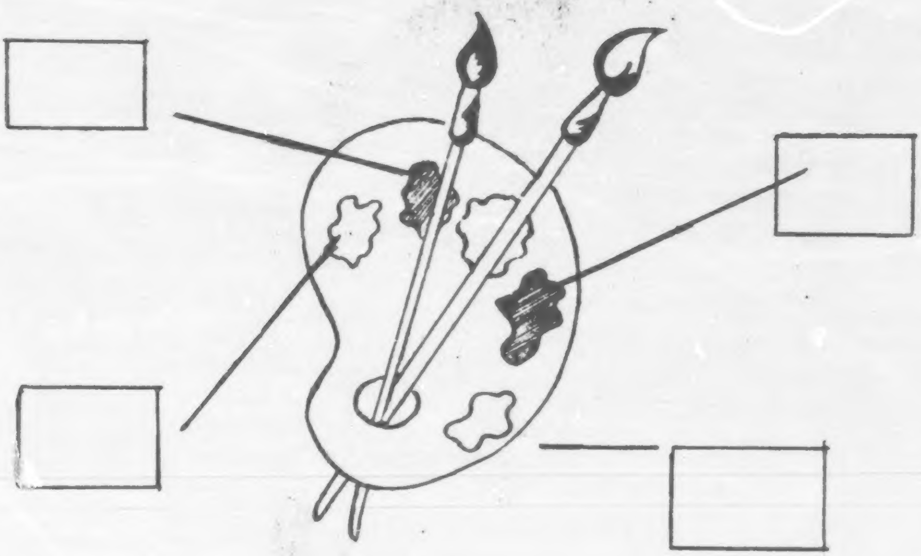
I-050

BUILDING ON



BASICS

DIRECTIONS:
PLACE BASIC COLORS ON PALATE: BLACK, WHITE, GRAY, BROWN. EXTENDING FROM EACH COLOR ON THE PALATE, ILLUSTRATE A COSTUME DEPICTING THE BASIC COLOR.

ECONOMIC ASPECTS OF CLOTHING

TOPIC WARDROBE PLANNING

SUB-TOPICS Special Wants
Inventory

OBJECTIVES *Using textbook information, class discussions and illustrated materials, the student will be able to analyze and list the occasions for which clothes are needed.*

Following a discussion on clothes inventory and its major thrust, the student will be able to explain the purpose of making a clothing inventory.

Using information from the study of personal wardrobe needs, the student will be able to prepare an individual clothing inventory with a place for selecting only wearable garments.

With a completed wardrobe inventory in hand and using class activities, the student will be able to plan for supplementary items needed to complete or extend the wardrobe.

CONTENT	STUDENT LEARNING ACTIVITIES
Settings that Require Suitable Clothing --Home --School --Business --Formal special occasions --Active and spectator sports --Semi-formal apparel	Determine settings which require specific apparel. Explain reason for choice. Listen to speaker address the effect of general appearance on an audience. Make a list of activities in which a person may participate. Collect and mount 2-3 pictures of suitable garments for each selected activity. Arrange a bulletin board depicting suitable dress for various occasions.
Clothing Inventory --Recording all clothing items in one's wardrobe	Define clothing inventory. Cite reasons for taking an inventory of one's clothing.
Factors to Consider when Taking a Clothing Inventory --Season of year --Personal activity --Essentials	Discuss the advantages and disadvantages of taking an inventory of clothing.

- --Future needs
- --Possible discards

The Inventory
- --Purpose or value
- --Procedure
- --Evaluation

Preparing for Inventory of Clothing
- --Clothes in good condition that can be worn as they are
- --Mending or altering a usable item
- --Clothing item cannot be worn

Making a Clothing Inventory
- --List of garments on hand
- --Description of each garment
- --Condition
- --Needed repairs
- --Fit and style
- --Where each garment is to be worn
- --Garments to be discarded

Develop guidelines which could be used to help one in making decisions in taking a clothing inventory.

Develop a method for grouping clothes while removing them from the closet

Assess clothing in your wardrobe.

Determine reasons for not wearing specific clothing items.

Devise a chart or organized way of listing clothing items to be retained. Note all repairs or alterations needed.

Summarize points that should be included in making a clothing inventory.

Give concrete reasons for discarding garments from closet.

Determine how discards will benefit other friends, relatives, or charity.

Conduct a personal clothing inventory to assess needs and wants and provide a guide for future purchases. (Appendix)

RESOURCES

Textbooks

Crowley, C. All about clothes. New York: Gregg Division, McGraw Hill Book Company, 1978, 35-39.

Jones, J. Clothing--Your way. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1977, 116-117.

Kelly, J. & Eubanks, E. Today's teen (Rev. ed.). Peoria, Ill.: Chas. A. Bennett Company, 1981, 164-165.

Liddell, L. Clothes and your appearance. South Holland, Ill.: Goodheart-Willcox Company, 1977, 84-85.

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APPENDIX

Plan Your Clothing

To be able to plan your clothing, first you need to look in your closet. Pull everything out and sort it on the bed or chairs according to use. Then make your plan using the chart below.

THINGS I DO AND PLACES I GO	CLOTHES THAT I WEAR	ACCESSORIES	NEED TO ADD	I WILL MAKE	I WILL BUY
Example: School	Blue Wool Skirt	Blue blouse loafers white hose and suede belt	Printed blouse		X

Are there clothes on the bed which you did not list in your plan? Why? Do they need repairs? Can they be remodeled? Should they be given away? If you have not worn them in two years, repair, remodel or give them away.

Clothing 4, LSU Cooperative Extension Service, 1980

ECONOMIC ASPECTS OF CLOTHING

TOPIC WARDROBE PLANNING

SUB-TOPIC Care Requirements

OBJECTIVES *After a review of care labels, the student will be able to identify the components of a care label.*

Following visits to various sources of clothing care, the student will be able to determine the best way to care for specific articles.

Using items provided by the department, the student will be able to determine care & cost-effectiveness of articles.

CONTENT	STUDENT LEARNING ACTIVITIES
Care Labels --Fiber content --Brand name --Care requirements --Performance expectations	Bring examples of permanent-care labels to class. Discuss terms and their meaning as written on labels. Locate and examine labels which include information on clothing care which relate to fiber content or finish of a garment.
Services Offered for Clothing Upkeep --Dry cleaning .Commercial .Coin-operated --Laundry .Commercial .Coin-operated --Home washer and dryer	Estimate the costs of various types of clothing upkeep. Determine how the type of care required influences the cost of maintenance. Select a garment and use an appropriate cleaning method for the garment. Summarize directions for cleaning. Determine cost of replacing the garment if ruined by improper cleaning.
Care Processes --Washing --Drying --Ironing --Dry cleaning --Bleaching	List type of care needed for specific garments. Prepare a chart showing the type of care garments in a personal wardrobe will require.
Factors Influencing the Cost of Upkeep --Quality of construction --Number of times a garment is worn	Identify factors that may influence the cost of clothing upkeep. Develop guidelines for clothing selection with emphasis on

--Clothing care facilities --Cleaning products available	features which require a minimum of time and effort for maintenance.

RESOURCES

Textbooks

Brinkley, J., Chamberlain, V. & Champion, F. Teen guide to homemaking (4th ed.). New York: Webster Division, McGraw-Hill Book Company, 1977, 303-304, 306-309.

Craig, H. Clothing--A comprehensive study. New York: J. B. Lippincott Company, 1973, 277-282.

Faiola, T. & Pullen, J. The McGraw-Hill guide to clothing. New York: Webster Division, McGraw-Hill Book Company, 1982, 132-134, 135, 136.

Gawne, E. Dress (4th ed.). Peoria, Ill.: Chas. A. Bennett Company, 1975, 250-251, 258-262, 270-273.

Kelly, J. & Eubanks, E. Today's teen (Rev. ed.). Peoria, Ill.: Chas. A. Bennett Company, 1981, 175-176, 179-182.

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I-057

ECONOMIC ASPECTS OF CLOTHING

TOPIC SHOPPING FOR CLOTHING

SUB-TOPIC Pre-determined Goals

OBJECTIVES *After studying selected resources on shopping for clothing, the student will be able to name and briefly explain setting pre-shopping goals.*

Given information on budgeting, the student will be able to design a budget for a specific situation and individual.

Following a study of policy and procedures for shopping, the student will be able to demonstrate the procedures established by the marketplace.

CONTENT	STUDENT LEARNING ACTIVITIES
Pre-determined Goals --Needs --Wants --Budgets	Discuss reasons for planning one's wardrobe.
Variations in Clothing Budgets --Income --Family size --Locality --Socioeconomic status	Study family clothing budgets from commercial sources. Determine the division of the clothing budget for family members. Design a clothing budget for a hypothetical family.
Planned Spending --Where to shop --When to shop --Ways to purchase --Cost effectivenes	Discuss factors that influence cost of clothes. List ways that savings in the clothing budget can be effected. Estimate money spent on clothing during the past year. How can that expenditure be extended to the current year? Determine if the amount spent for each family member is a fair share of the clothing dollar. Plan a clothing budget for a year for a family of four using quotes from Sears, Penney's, or Montgomery Ward catalogs.
Policies and Procedures for Shopping --Return items --Damaged goods --Bargains vs. Specialities	Role play situations that illustrate use of policies in shopping (Example: Returning items or damaged goods.)

--Lay-aways --Cash vs. credit	Debate both sides of the issue Cash vs. Credit. Summarize points on chalkboard.

RESOURCES

Textbooks

Brinkley, J., Chamberlain, V. & Champion, F. *Teen guide to homemaking* (4th ed.). New York: Webster Division, McGraw-Hill Book Company, 1977, 232-233, 290-295.

Cross, A. *Enjoying family living*. Philadelphia, Pa.: J. B. Lippincott Company, 1973, 212, 283-284, 294-297.

Draper, W. & Bailey, A. *Steps in clothing skills* (Rev. ed.). Peoria, Ill.: Chas. A. Bennett Company, 1978, 156, 164-167.

Faiola, T. & Pullen, J. *The McGraw-Hill guide to clothing*. New York: Webster Division, McGraw-Hill Book Company, 1982, 37-38, 149-159.

Jones, J. *Clothing--Your way*. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1977, 116-125.

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How to set up a clothing budget: Forecast for Home Economics. March, 1978.

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ECONOMIC ASPECTS OF CLOTHING

TOPIC	ACCEPTING CONSUMER RESPONSIBILITIES
SUB-TOPIC	Sources of Consumer Information
OBJECTIVES	*After surveying selected resources, the student will be able to recognize sources of consumer clothing information.* *Upon reviewing information found in periodicals or bulletins, the student will be able to describe information provided by consumer information sources.* *The student will be able to predict satisfactions derived from clothing decisions based on consumer information.*

CONTENT	STUDENT LEARNING ACTIVITIES
Sources of Consumer Information --Consumer magazines, newspapers --Advertising --Labels --Brand names --Seals of approval --Textile industry classes --Consumer aids --Mail order catalogs --Short courses and workshops	Make a list of sources that provide consumer information on clothing. Work in groups and select one source to investigate. Share findings with the class. Gather and make a booklet showing different sources that provide information on clothing for the consumer.
Agencies that Provide Consumer Information --Better Business Bureau --Federal Trade Commission --Consumer's Union and Consumer's Research --Cooperative Extension Service --Retail Organizations	
Information Provided by Consumer Information Services --The way clothes are put together and finished --Knowledge of fibers, fabrics, and finishes --Labels and tags	Prepare oral reports on consumer information found in periodicals or bulletins. Role play reports. Decide the reasons for consulting consumer information sources before making any major clothing purchases.

RESOURCES

Textbooks

Brinkley, J., Chamberlain, V. & Champion, F. Teen guide to homemaking (4th ed.). New York: Webster Division, McGraw-Hill Book Company, 1977, 236-237.

Cincinnati Public Schools, Home Economics Department. Exploring fabrics (4th ed.). Bloomington, Ill.: McKnight Publishing Company, 1977, 200-202.

Craig, H. Clothing--A comprehensive study. New York: J. B. Lippincott Company, 1973, 168.

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Vanderhoff, M., Franck, L. & Campbell, L. Textiles for home and people. Lexington, Mass.: Ginn and Company, 1973, 240-243.

ECONOMIC ASPECTS OF CLOTHING

TOPIC EXTENDING CLOTHING RESOURCES

SUB-TOPICS Terms used with Recycling
Advantages of Recycling Clothing

OBJECTIVES *Provided with a list of vocabulary words and examples of their application in recycling clothes, students will be able to explain terms and application.*

Using printed information and shared suggestions and experiences, students will be able to write at least five advantages of recycling clothing.

CONTENT	STUDENT LEARNING ACTIVITIES
Vocabulary --Recycle --Durable --Facing --Decorative trim --Interfacing --Mend --Patch --Darn --Decorative stitching --Applique --Tie dyeing --Fusible fabric --Zig-zag stitch (Include equipment and supply terms where applicable.)	List vocabulary words. Label as many real examples of each word as possible. Use pictured examples. Define each term and determine areas of application.
Advantages of Recycling Clothing --Reduces individual wardrobe cost --Allows extended wearing of a garment one has enjoyed --Establishes pleasure in being creative --Develops pride in being economical --Provides clothing other family members may enjoy --Assists community members with family budgeting	Bring to class an item of clothing no longer worn and determine whether there is an advantage in recycling it. If so, document it according to class findings on advantages of recycling. Using the same garment described above, if it meets a criterion for recycling, determine whether adjustments are needed. Justify reasons for decision. Prepare a bulletin board entitled, "Use What You Have." Place samples showing simple garment-recycling techniques.

RESOURCES

Textbooks

Brinkley, J., Chamberlain, V. & Champion, F. *Teen guide to homemaking* (4th ed.). New York: Webster Division, McGraw-Hill Book Company, 1977, 198.

Cross, A. *Enjoying family living*. Philadelphia, Pa.: J. B. Lippincott Company, 1973, 358.

Faiola, T. & Pullen, J. *The McGraw-Hill guide to clothing*. New York: Webster Division, McGraw-Hill Book Company, 1982, 150.

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Clark, K. *Today's look with yesterday's clothes*. Morgantown, W. Va.: West Virginia Cooperative Extension Service, 1977.

Don't let your clothes get dated--recreate. Storrs, Conn.: University of Connecticut Cooperative Extension Service, 1976.

Gotwals, L. M. *Recycle your wardrobe*. West Lafayette, Ind.: Purdue University Cooperative Extension Service.

Koester, A. W. *Decisions about recycling clothing*. Corvallis, Ore.: Oregon State University Extension Service, 1976.

Landry, L. *Clothes with a new look*. Madison, Wis.: University of Wisconsin Extension Service, 1975.

Rader, H. *Recycle your unwearables*. Knoxville, Tenn.: University of Tennessee Agricultural Extension Service, 1972.

Rags to riches. Lexington, Ky.: University of Kentucky Cooperative Extension Service, 1980.

Recycle your wardrobe. Moscow, Id.: University of Idaho, Cooperative Extension Service, 1975.

Roberts, W. J. & Mosher, K. L. *Second time around*. Little Rock, Ark.: University of Arkansas Cooperative Extension Service, 1978.

Spiece, J. *Restyling or remodeling a garment*. Lincoln, Ne.: University of Nebraska-Lincoln Cooperative Extension Service, 1978.

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Other Resources

Dewey, M. *Teaching home economics to special students*. Portland, Me.: J. Weston Walch, 1976, 61-65.

CLOTHING CARE

TOPIC PLAN

SUB-TOPIC Plan for Care of Clothing

OBJECTIVES *After studying selected resources, the student will be able to devise a personal plan for the care of clothing.*

CONTENT	STUDENT LEARNING ACTIVITIES
Factors to Consider in Devising a Plan for Clothing Care --Daily use procedure --Repair --Preventive measures --Seasonal care	Summarize factors to consider in devising a plan for clothing care. Write a short paragraph discribing how a plan for clothing care can benefit the individual.
Types of Preventive Care for Clothing --Apply make-up after dressing. --Change to old clothes when working on messy jobs. --Keep pockets free of bulging items. --Keep writing tools away from clothing. --Put on jewelry and watches with care, being careful not to snag fabric. --Wash hands after reading or carrying newsprint items. --Let deodorant dry before dressing.	Make a list of what happens to clothes to make them unwearable, e.g. lint, stains, wrinkles, dirt. Develop a list of preventive care measures that can be used to make clothing items last longer. Carry through with one of the suggestions. Relate an experience and/or bring a garment to class that was given poor care. Report findings and make suggestions for avoiding this situation in the future.
Care Affects Clothing --Appearance --Usefulness --Durability --Ease of maintenance	
Daily Clothes Care Plan --Hang clothes properly. --Brush or air garments before storing. --Steam from bathroom can help to remove wrinkles thus eliminating need for pressing. --Employ careful dressing procedures.	Design and implement a personal plan for care of clothing on a daily, weekly, or seasonal basis.

- --Remove soiled spots.
- --Make necessary repairs as needed.

Seasonal Care for Clothing

- --Store out-of-season clothes properly.
- --Clean clothing before storing
- --Protect wools and furs from moths by sealing properly.
- --Provide for sufficient air space in storage compartments.

RESOURCES

Textbooks

Brinkley, J., Chamberlain, V. & Champion, F. Teen guide to homemaking (4th ed.). New York: Webster Division, McGraw-Hill Book Company, 1977, 301-303.

Craig, H. Clothing--A comprehensive study. New York: J. B. Lippincott Company, 1973, 274-276.

Cross, A. Enjoying family living. Philadelphia, Pa.: J. B. Lippincott Company, 1973, 344-346.

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Paolucci, B., Faiola, T. & Thompson, P. Personal perspectives (2nd ed.). New York: Webster Division, McGraw-Hill Book Company, 1978, 246.

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I-067

CLOTHING CARE

TOPIC STORAGE

SUB-TOPIC Principles and Procedures

OBJECTIVES *Following a discussion on storage for clothing and after viewing a variety of storage accessories, the student will be able to explain how storage space can be used effectively.*

After viewing examples of improperly stored items, the student will be able to recognize the effect proper storage has on the appearance and life of the garment.

After reviewing storage procedures for clothing, the student will be able to organize storage for personal clothing.

Upon completion of a study about garment storage, the student will be able to explain when and how clothes should be seasonally and continuously stored.

CONTENT	STUDENT LEARNING ACTIVITIES
Reasons for Storing Clothes --Protection .Cleanliness .Good Condition --Convenience .Easy to see .Easy to reach	Discuss reasons for proper storage of clothing.
Characteristics of a Good Storage System --Saves time and energy --Protects fibers, fabrics, and shapes of garments --Makes best use of available storage space --Provides convenience for people served	List clothing that requires storage. Describe personal situations which reveal that clothes storage is ineffective.
Storing Clothes in the Home --Closets --Chests --Drawers --Trunks --Shelves --Garment bags --Boxed --Shoe racks	Cite areas in home where clothes can be stored. Draw a diagram of personal space for storage. Make a plan for improving the available closet and drawer space.
Accessories used for Clothing Storage --Poles --Drawer dividers --Garment bags	Collect and mount pictures; examples of various storage accessories for clothing. Determine personal use of the selected accessories.

- --Hooks
- --Hangers
- --Various shapes and sizes of boxes
- --Sweater bags

Principles Used in Clothing Storage

- --Store items at the point of first use.
- --Store items together.
- --Store clothes and other items so that they are easy to locate at a glance.
- --Store items used frequently at a point of easy reach.
- --Store similar items together.
- --Use all the space you have.

Organizing a Clothing Storage Area

- --Group garments that are equal in length and size.
- --Store shoes in a small area.
- --Place accessories on open shelves.
- --Store folded garments in shallow units.
- --Plan for easy access to the storage area.

Seasonal Storage of Clothes

- --Wash or dry clean all garments prior to storing.
- --Remove belts from garments.
- --Store sweaters flat and use tissue paper in folds.
- --Moth proof stored garments.
- --Provide adequate air space in storage areas.

(FHA) Make a storage accessory for closet and/or drawer.

Discuss the reasons for using good hangers for support of garments.

Design a checklist for personal storage habits.

Discuss principles involved in clothing storage.

Using problems of clothes storage, point out ways to solve the problems.

Demonstrate clothing storage arrangements with use of accessories.

Establish a hypothetical situation. Organize clothing according to type and frequency of use within the framework of the situation.

Arrange storage space for storage of clothing items.

Re-organize and arrange personal clothing storage area.

Devise a plan for storing your seasonal clothes.

(FHA) Develop a brochure on storage of clothing. Distribute as a part of a service project.

RESOURCES

Textbooks

Brinkley, J., Chamberlain, V. & Champion, F. Teen guide to homemaking (4th ed.). New York: Webster Division, McGraw-Hill Book Company, 1977, 311-313.

Craig, H. Clothing--A comprehensive study. New York: J. B. Lippincott Company, 1973, 280.

Crowley, C. All about clothes. New York: Gregg Division, McGraw-Hill Book Company, 1978, 75-85.

Draper, W. & Bailey, A. Steps in clothing skills (Rev. ed.). Peoria, Ill.: Chas. A. Bennett Company, 1978, 213-221.

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Bulletins

Potter, G. D., Clothing storage. Knoxville, Tenn.: University of Tennessee Agricultural Extension Service.

I-071

CAREERS IN CLOTHING AND TEXTILES

TOPIC	JOB AND CAREER OPPORTUNITIES IN CLOTHING AND TEXTILES
SUB-TOPIC	Job and Career Opportunities
OBJECTIVES	*After reading references on Careers in the Clothing and Textile industry, the student will be able to identify job and career opportunities available in the field of clothing and textiles.* *Following a survey of opportunities in Clothing and Textiles, the student will be able to analyze job opportunities in Clothing and Textiles available in the area.*

CONTENT	STUDENT LEARNING ACTIVITIES
Job Opportunities in Clothing and Textiles --Salesperson --Alterationist --Tailor --Custom Dressmaker --Dry cleaner and laundry worker Career Opportunities in Clothing and Textiles --Dress designer --Merchandising --Production --Communications --Retailing --Teaching --Research and Development --Special Services	Identify hobbies that could lead to a job in the clothing textile field. Interview people employed locally in an area of clothing and textiles. Present short report to class. Prepare a bulletin board on various jobs in clothing and/or textiles. View the filmstrip: Careers in the Fashion Industry. Collect information on career opportunities. Assemble a file on different careers for use by other classes. Tour a business or an industry that hires people in the clothing and/or textiles area. Investigate available career opportunities. Select a clothing career. Research the literature. Prepare a booklet on this specific career. Include pictures, reports, and resource materials.

RESOURCES

Textbooks

Cincinnati Public Schools, Home Economics Department. Exploring fabrics (4th ed.). Bloomington, Ill.: McKnight Publishing Company, 1977, 249-254.

Craig, H. Clothing--A comprehensive study. New York: J. B. Lippincott Company, 1973, 356-371.

Gawne, E. Dress (4th ed.). Peoria, Ill.: Chas. A. Bennett Company, 1975, 635-651.

Jones, J. Clothing--Your way. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1977, 147-171.

Liddell, L. Clothes and your appearance. South Holland, Ill.: Goodheart-Willcox Company, 1977, 308-312.

Paolucci, B., Faiola, T. & Thompson, P. Personal perspectives (2nd ed.). New York: Webster Division, McGraw-Hill Book Company, 1978, 253-266.

Quick and easy guide to sewing techniques. New York: Butterick Publishing Company, 1978, 157.

Strum, M., Grieser, E., Lyle, D. & Roberts, J. Guide to modern clothing (3rd ed.). New York: Webster Division, McGraw-Hill Book Company, 1973, 169-179.

Vanderhoff, M. Clothes, clues, and careers. Lexington, Mass.: Ginn and Company, 1981, 342-367.

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Vanderhoff, M., Franck, L. & Campbell, L. Textiles for home and people. Lexington, Mass.: Ginn and Company, 1973, 456-478.

Filmstrip

Careers in the fashion industry. New York: Butterick Publishing Company.

CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC SEWING EQUIPMENT

SUB-TOPIC Selection, Use, and Care of Small Equipment

OBJECTIVES *Given resources to study, the student will be able to identify basic sewing equipment used in construction.*

Following a demonstration of cutting equipment, the student will be able to describe suitable cutting tools needed for sewing.

Given samples of fabric ready for marking, the student will be able to determine the marking tool needed for the given fabric.

Given information on measuring aids, the student will be able to select and use measuring tools for a specific situation.

Given samples of other sewing tools, the student will be able to list and explain other sewing tools needed for successful machine sewing.

After observing a demonstration on the use of sewing equipment, the student will be able to demonstrate proper use of specific sewing equipment.

Given a variety of sewing equipment, the student will be able to explain how to care for sewing equipment used in construction.

CONTENT	STUDENT LEARNING ACTIVITIES
Basic Sewing Equipment --Hand sewing needles --Pins --Pin cushion and emery bag --Dressmaker shears and scissors --Thread clippers --Pinking shears --Measuring equipment --Marking tools --Thread --Thimbles --Sewing box	Identify the basic small equipment used in construction. Group tools and supplies according to area of use or function.
Cutting Tools --Shears --Scissors --Pinking shears	Make and decorate a personal sewing box or purchase one.

--Scalloping shears --Clipper --Buttonhole scissors	Collect and place in a sewing box the most essential small sewing equipment.
Marking Supplies --Tracing wheel --Dressmaker's carbon paper --Tailor's chalk and pencil	
Measuring Aids --Tape measure --Sewing gauge --Skirt marker --Yardstick or meterstick	
Other Sewing Tools --Needles: sharps, betweens, crewel --Pins: dressmaker, silk, ballpoint --Thread: cotton and synthetic --Thimble --Seam ripper	
Use and Care of Sewing Equipment --Safety --Convenience --Productivity	Demonstrate the proper way to use cutting tools, marking tools, and measuring tools. Show how to use small equipment safely.
Storage of Equipment --Consider use location. --Determine placement, safety. --Review space requirements.	Demonstrate how large and small sewing equipment should be cared for and stored.

RESOURCES

Textbooks

Brinkley, J., Chamberlain, V. & Champion, F. Teen guide to homemaking (4th ed.). New York: Webster Division, McGraw-Hill Book Company, 1977, 319-322.

Draper, W. & Bailey, A. Steps in clothing skills (Rev. ed.). Peoria, Ill.: Chas. A. Bennett Company, Inc., 1978, 228-241.

Faiola, T. & Pullen, J. Guide to clothing. New York: Webster Division, McGraw-Hill Book Company, 1982, 253-259.

Graef, J. & Strom, J. Concepts in clothing. New York: Webster Division, McGraw-Hill Book Company, 1976, 145-158.

Jones, J. Clothing--Your way. Englewood Cliffs, N. J.: Prentice-Hall Inc., 1977. 10-17.

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Strum, M., Grieser, E., Lyle, D. & Roberts, J. Guide to modern clothing (3rd ed.). New York: Webster Division, McGraw-Hill Book Company, 1973, 219-237.

Vanderhoff, M. Clothes, clues, and careers. Lexington, Mass.: Ginn and Company, 1981, 205-211.

Vanderhoff, M. Clothes--Part of your world. Lexington, Mass.: Ginn and Company, 1973, 156-159.

CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC SEWING EQUIPMENT

SUB-TOPIC Use of Sewing Equipment (Sewing Machine)

OBJECTIVES *Following a study of the sewing machine, the student will be able to identify and match parts of the sewing machine to their function.*

Given information on threading the sewing machine, the student will be able to identify the basic threading points on a sewing machine.

Given tools and materials, the student will be able to demonstrate how to thread and operate the sewing machine.

After practice stitching on the sewing machine, the student will be able to stitch straight lines, sew curves, and turn corners.

CONTENT	STUDENT LEARNING ACTIVITIES
Essential Parts of Sewing Machine --Hand wheel --Bobbin winder --Stitch, length dial --Tension regulator --Thread guides --Take-up lever --Spool pin --Bobbin ease	Study and compare the parts of different models. Learn the names and the functions of the different parts. Relate the sewing machine to other kinds of machines operated by individuals.
Threading the Sewing Machine --Winding the bobbin --Position of needle --Threading the upper part of the sewing machine --Threading the lower part	Display large chart on how to thread the machine. Discuss the difference in the different models. Thread the machine and fill the bobbin.
Operating the Sewing Machine --Lighting --Posture --Speed control --Stitching a straight line --Stitching corners and curves --Stitching a circle	Practice stitching by following lines drawn on paper or lines of a seam allowance on a pillow top or miniature item.

RESOURCES

Textbooks

Brinkley, J. & Aletti, A. Altering ready-to-wear fashions. Peoria, Ill.: Chas. A. Bennett Company, 1976, 328-333.

Burns, M. & Bishop, E. Super sewing. Philadelphia, Pa.: J. B. Lippincott Company, 1974, 96-100.

Cincinnati Public Schools, Home Economics Department. Exploring fabrics (4th ed.). Bloomington, Ill.: McKnight Publishing Company, 1977, 45-53.

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Faiola, T. & Pullen, J. The McGraw-Hill guide to clothing. New York: Webster Division, McGraw-Hill Book Company, 1982, 243-252.

Gawne, E. Dress (4th ed.). Peoria, Ill.: Chas. A. Bennett Company, 1975, 512-524.

Iowa Home Economics Association. Unit method of clothing construction (6th. ed.). Ames: Iowa State University Press, 1979, 9-12.

Kelly, J. & Eubanks, E. Today's teen (Rev. ed.). Peoria, Ill.: Chas. A. Bennett Company, 1981, 221-225.

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Strum, M., Grieser, E., Lyle, D. & Roberts, J. Guide to modern clothing (3rd ed.). New York: Webster Division, McGraw-Hill Book Company, 1973, 287-299.

Vanderhoff, M. Clothes, clues, and careers. Lexington, Mass.: Ginn and Company, 1981, 198-203.

CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC PATTERN SELECTION

SUB-TOPIC Commercial Patterns

OBJECTIVES *Given commercial pattern samples, the student will be able to identify the various types of commercial patterns used by consumers.*

Given resources to study, the student will be able to name the criteria used to select a beginner and/or advanced pattern.

CONTENT	STUDENT LEARNING ACTIVITIES
Patterns --Basic to sewing	Select an easy-to-make pattern. Explain reasons for choice.
Widely Publicized Brands of Commercial Patterns --Butterick --McCall's --Simplicity --Vogue --Kwik Sew	Compare examples of different brands of patterns.
Buying Patterns --Department stores --Variety stores --Specialty shops --Magazines --Mail catalogs/papers	Assemble a list of stores and brands of commercial patterns that are available in your community.
Selecting Beginners' Pattern --Pattern with few pieces --Simple neck finish --Sleeve or armhole finish --Few sewing details	Display an easy-to-make pattern. Demonstrate how a pattern can be uniquely personalized.
Selecting Advanced Pattern --Large number of pieces --Much construction detail --Combining parts of patterns	Compare patterns to determine the most difficult.
Factors Affecting Pattern Choice --Kind of item one will make --Type of fabric being used --Figure type and pattern size --Sewing ability --Availability of funds for payment of needed materials	Demonstrate how to transfer pattern pieces (Ex: sleeves, collars, etc.). Select a pattern for a project.

Categories of Patterns used by Pattern Companies

- --Fast and Easy
  - .Simple to sew with few pieces
- --Special How-to-do
  - .Detailed instructions for specific construction on garment (collar)
- --Special Fabric Patterns
  - .Designed for specific fabric (stretch knit)
- --Multi-sized patterns
  - .Adjustable or multi-cutting lines and/or extra instructions for altering or fitting
- --Specialized design patterns
  - .Basic, classic, casual, contemporary, or designer looks

Categorize selected patterns from the major pattern companies. Defend the decision.

Determine reasons for placing a specific pattern in a category.

Prepare a bulletin board to show patterns that illustrate each of the categories used by pattern companies.

RESOURCES

Textbooks

Draper, W. & Bailey, A. Steps in clothing skills (Rev. ed.). Peoria, Ill.: Chas A. Bennett Company, 1978, 270-274.

Faiola, T. & Pullen, J. The McGraw-Hill guide to clothing. New York: Webster Division, McGraw-Hill Book Company, 1982, 259-267.

Gawne, E. Dress (4th ed.). Peoria, Ill.: Chas A. Bennett Company, 1975, 609.

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC PATTERN SELECTION

SUB-TOPIC: Size and Measurement

OBJECTIVES: *Using information on figure types, the student will be able to describe the various figure types.*

Following a demonstration, the student will be able to take accurate body measurements for pattern selection.

With body measurements and information on figure types, the student will be able to determine personal pattern type and size.

CONTENT	STUDENT LEARNING ACTIVITIES
Guidelines to Determine Category for Figure-type --Compare personal basic body measurements with the various figure-type categories in a pattern book. --Use try-on patterns of non-woven fabric. --Use sample garments or shells.	Select a partner and use standard tools to take measurements required by each person. Make a chart of the measurements for each person. Make personal measurement charts using metric measurements.
Basis for Selecting Pattern Type --Height --Basic body measurements --Back waist length (for girls and women) --Overall body build	
Categories of Figure Types --Junior Petite --Junior --Miss Petite --Misses --Half-size --Women's --Men's --Children	Refer to a wall chart on figure types and list figure types for which patterns are made. Design a bulletin board illustrating various characteristics of different figure types.
Categories of Figure Types for Pre-Teens and/or Teenage Groups --Girls --Young Junior/Teen --Chubbies --Boys	

To Determine Pattern Size --Bust measurement/chest measurement .Blouses, dresses, coats, or shirts, jackets --Hip measurement .Fitted skirts .Slacks .Shorts --Waist measurement .Skirts with fullness .Trousers/slacks	Identify body measurements that are necessary for selecting pattern size.
Other Factors to Consider if Size of Pattern Falls Between Sizes --Body build --Desired fit --Consider measurement area(s) of greatest agreement --Type of garment	Analyze personal figure type. Discuss other factors to consider if pattern does not fit exactly.
Principles of Measuring for a Pattern --Measure over the undergarments. --Take measurements snugly. --Have someone help take body measurements. --Use an accurate measure of non-stretchable material. --Keep measurement tools around the body parallel to the floor. --Stand straight and relaxed. --Tie string around natural waistline prior to taking actual measurement. --Slightly bend elbow to measure sleeve length.	Demonstrate how to take body measurements. Take and record individual body measurements.
Selecting Pattern Size --If bust measurement falls between two sizes, select the larger or smaller size according to other measurements. --If measurements fall between pattern sizes and bone structure is small, select smaller size pattern. --If the figure is fuller through the bust than other parts of the body, select pattern one size smaller than	Use pattern size charts to determine pattern type and size that best corresponds to individual body measurements. Bring ready-made garment to class. Measure garment in same area as for pattern. Compare sizing.

the bust measurement.

- --For skirts, slacks or pants, buy pattern by waist measurement; if hip measurement is larger than the pattern buy pattern by hip measurement and adjust pattern at waist.
- --For shirts, consider neck size, shoulder width, and sleeve length.

Types of Ease in Patterns

- --Basic
  - .Ease that pattern companies allow in excess of the basic body measurements
- --Design
  - .Amount of ease is dependent upon design or style of pattern.
    - -Styles with fashion details calling for fullness will have more ease.
    - -Tight fitting and strapless styles have less ease.
    - -Patterns designed for knits have less ease because of elasticity of fabric.

RESOURCES

Textbooks

Bishop, E. & Arch, M. The bishop method of clothing construction (Rev. ed.). Philadelphia, Pa.: J. B. Lippincott Company, 1966, 31-56.

Brinkley, J., Chamberlain, V. & Champion, F. Teen guide to homemaking (4th ed.). New York: Webster Division, McGraw-Hill Book Company, 1977, 335-342.

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Gawne, E. Dress (4th ed.). Peoria, Ill.: Chas A. Bennett Company, 1975, 461-470.

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Kelly, J. & Eubanks, E. Today's teen (Rev. ed.). Peoria, Ill.: Chas A. Bennett Company, 1981, 193-200.

New Simplicity sewing book. New York: Simplicity Pattern Company, 1979, 12-20.

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The vogue sewing book (Rev. ed.). New York: Butterick Division, American Can Company, 1973, 104-111.

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Vanderhoff, M. Clothes--Part of your world. Lexington, Mass.: Ginn and Company, 1973, 163-166.

I-085

KEY GRAIN LINES IN PATTERN FITTING

The real problems in fitting are solved by studying the key grain lines and learning which alterations are needed. For a perfect fit, grain is your key to success. To begin with, the pattern is in perfect line. This perfect grain must be kept to insure a well-fitted finished garment.

Check a basic pattern on your figure to see if:

- Center front and back grain lines are straight and are at right angles with the floor.
- Crosswise grainline is exactly parallel to floor at bustline and hipline.
- The lengthwise grain follows a vertical line from shoulder tip to elbow, and that the crosswise grain runs parallel to the floor above the elbow.
- Underarm seams run in a straight, vertical position, at right angles to the floor from underarm to bottom of skirt.
- The bustline darts point to the fullest part of the bust; the sleeve darts to the elbow.
- Waistline, sleeve length, and neckline fit is correct.

If certain details need changing, make the necessary alterations keeping the above key grain lines in mind.

REMEMBER: *Do not overfit;* the necessary amount of ease must be maintained for sitting, walking, raising arms and bending.

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I-087

CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC PATTERN SELECTION

SUB-TOPIC Packet Information

OBJECTIVES *Given criteria for pattern selection and information, the student will be able to select a suitable pattern and correct fabric yardage.*

Given a specific pattern the student will be able to interpret information included on a pattern envelope, guide sheet and pattern pieces.

CONTENT	STUDENT LEARNING ACTIVITIES
Pattern Information --Pattern envelope --Guide sheet --Pattern pieces	Examine a pattern. List kinds of information provided.
Pattern Envelope --Front .Styles and different views .Reference number .Size and measurements .Pattern Company --Back .Back view(s) of the item .Suggested fabrics .Yardage requirement for different sizes, views, and widths of fabric .List of sewing notions .Illustrations of pattern pieces .Garment measurement	Reproduce the front and back of a pattern envelope. Discuss kinds of information provided on envelope. Using a pattern envelope, find the following and record on a chart: .Select a view. .Determine yardage for your size. .List notions needed to construct item. .List pattern pieces needed for view selected.
Guide Sheet --Suggested layout for various pattern sizes, fabric widths, and views --Pattern symbols and meanings --Construction directions --Simple alteration ideas --Preparation of fabric --Methods to transfer pattern markings --Terms defined	Work in groups to analyze information included on a guide sheet.

RESOURCES

Textbooks

Bishop, E. & Arch, M. The Bishop method of clothing construction (Rev. ed.). Philadelphia, Pa.: J. B. Lippincott Company, 1966, 42-43.

Draper, W. & Bailey, A. Steps in clothing skills (Rev. ed.). Peoria, Ill.: Chas A. Bennett Company, 1978, 325-341.

Faiola, T. & Pullen, J. The McGraw-Hill guide to clothing. New York: Webster Division, McGraw-Hill Book Company, 1982, 260-263.

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC PATTERN PREPARATION, ALTERATION, AND PLACEMENT

SUB-TOPICS Pattern Symbols
Selecting Pattern Pieces

OBJECTIVES *After studying selected resources and viewing examples of pattern pieces, the student will be able to identify symbols used on pattern pieces.*

Given a pattern and specific view, the student will be able to choose pattern pieces necessary for constructing a clothing item.

CONTENT	STUDENT LEARNING ACTIVITIES
Symbols on Pattern Pieces --Guideposts used for proper placement and construction	Explain why symbols are used on pattern pieces. Collect and mount examples of symbols used on patterns.
Number of Pattern Markings --Vary with detail and style of item	
Identification of Pattern Piece --Pattern company --Size --Name of pattern piece --View number or letter --Number or letter of pattern piece --Terms in multiple language	Review transparency on how to interpret a pattern. Using a commercial pattern, locate and list the symbols used to identify the pattern piece.
Symbols for Placing, Cutting, Marking, and Constructing --Dots • --Seam line - - - --Notches ◆ --Directional stitching arrows ↓ --Darts → --Buttonholes --Solid lines —— --Cutting lines —— --Clip / --Pleats → --Straight Grain ↔ --Alteration Lines ═ --Fold Lines ↓—↓	List the different symbols printed on pattern pieces. Explain the meaning of the symbols. Prepare a set of flash cards for identifying pattern symbols and their use. Perform the activity on identifying pattern symbols. Devise a game for reviewing pattern symbols or for use with persons with limited mental capabilities.

Considerations for Selecting Pattern Pieces --Size --View to be used	Select a pattern. Determine which pattern pieces in the envelope will be needed to construct a specific size and view.

RESOURCES

Textbooks

Brinkley, J., Chamberlain, V. & Champion, F. Teen guide to homemaking (4th ed.). New York: Webster Division, McGraw-Hill Book Company, 1977, 346-348.

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC PATTERN PREPARATION, ALTERATION, AND PLACEMENT

SUB-TOPIC Placement

OBJECTIVES *Given resources to study, the student will be able to list the factors to consider in placing the pattern on fabric.*

After studying markings on pattern pieces, the student will be able to identify markings designed for pattern placement.

After a review of available information on fabrics, the student will be able to determine the right and wrong side of a fabric.

After studying information on methods of fold fabrics, the student will be able to demonstrate the kinds of fabric folds necessary for the layout of a pattern.

Given illustrations of pattern placements, the student will be able to select the correct pattern layout for the width, the type of fabric, and the pattern design of the chosen fabric.

Given supplies and materials, the student will be able to demonstrate the placement of a pattern on selected fabric.

CONTENT	STUDENT LEARNING ACTIVITIES
Pattern Layout --Diagram showing how each pattern piece is laid on the fabric	Demonstrate knowledge of pattern.
Reasons for Pattern Layout --Save time. --Eliminate placement problems of patterns. --Avoid extra expenses.	Discuss reasons for using a prescribed pattern layout.
Selecting a Pattern Layout --Pattern size --Pattern view or style --Width and type of fabric	Students will circle information on the pattern envelope which is required for selecting the correct pattern layout.
Determine Right Side of Fabric --Observe outside while fabric is folded on the bolt.	Using pattern pieces for a simple blouse (size 10 and 16) and pieces of fabric (same yardages but

- --Examine fabric for flaws and defects.
- --Right side selvage is usually smoother.
- --Right side of weave usually looks more finished than the wrong side.

Types of Folds

- --Open fabric
  - .Fabric in a single thickness, is spread out flat, usually with the right side up.
- --Lengthwise center fold--fold in which the selvages are even and parallel to the fold
- --Lengthwise fold less than half the fabric width--a fold in which one selvage is parallel to the other and the width of the fold is adapted to the pattern pieces.
- --Crosswise center fold--fold is crosswise center ending with two complete, full-width layers of fabric and even alignment to the ends.
- --Off-center crosswise fold--fold is less than half the fabric length, in which one end is parallel to the other and the length of the fold is adopted to the pattern piece
- --Double fold--fold is made by opening the fabric out flat and folding in the two ends of the two sides with the ends of selvages meeting or lying parallel to each other.
- --Combination fold--combining two or more types of folds with one pattern layout
- --Bias fold--made by folding the selvage parallel to the crosswise grain

Pattern Markings for Placement

- --Straight grain of the fabric line--solid line with arrows at both ends to help one place the pattern piece on the line with the fabric grain

different widths: 36", 45", 54") work in small groups to determine length of each width of fabric needed for the given blouse size.

Examine different types of fabric samples. Determine right side of fabric samples.

Discuss reasons for knowledge of fabric folds.

Demonstrate different types of fabric folds that can be used for pattern placement.

Study a pattern and identify markings designed for placement.

--Fold line--arrow points curved into brackets indicate that pattern edge must be placed on fold of fabric as well as on the grain	
Rules for Laying Pattern Pieces on Fabric --Circle the layout which best describes the type and width of the fabric. --Fold the fabric as suggested by the guide sheet. --Place pattern pieces on the fabric according to the sketch.	Review rules for laying pattern pieces on fabric.
Other Guidelines for Laying Pattern on Fabric --Lay large pattern pieces first. --Wide ends of pattern piece are usually placed at cut-ends of the fabric. --Place pieces as close together as possible with no seamlines overlapping. --Make sure straight-of-grain markings are an equal distance from selvages or fold of fabric. --Lay pattern pieces that must be located on the fold first.	Study selected pattern layout. Place pattern on fabric.
Value of Securing Pattern Pieces --Keep pieces on straight grain and in place while you are cutting.	
Pinning Pattern to Fabric --Place pins at right angles to stitching, cutting, and fold lines and diagonally toward the corners. --Start by pinning the grain line on each pattern piece. --Space pins 4 to 6 inches apart around pattern piece. --Smooth the tissue gently from the secured grain line as opposite sides of the pattern are pinned. --Place a pin inside each notch. --Keep pins from extending over the cutting line.	Demonstrate pinning pattern piece to fabric.

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC FABRIC CONSIDERATIONS

SUB-TOPICS Fabric Preparation
Woven, Knit, Nonwoven

OBJECTIVES *Given available resources to study, the student will be able to define terms that are associated with fabrics.*

Given information on grainlines, the student will be able to identify characteristics of different grainlines.

Following a demonstration, the student will be able to explain different methods used for straightening fabric grain.

Given supplies and materials, the student will be able to demonstrate two ways to make fabric thread perfect.

Given supplies and materials, the student will be able to demonstrate two ways to make a fabric grain perfect.

Given fabric samples, the student will be able to demonstrate an acceptable method for pre-shrinking fabrics.

CONTENT	STUDENT LEARNING ACTIVITIES
Terminology --Grain --Fitting or crosswise grain --Selvages --True bias --Pre-shrunk --Thread perfect --Grain perfect --Warp or lengthwise grain --Bias grain --Off-grain --Straightening the grain	Define and illustrate the terms associated with fabric preparation.
Characteristics of Grain for Woven Fabrics --Lengthwise grain--parallels the lengthwise threads .Fabric strong, stiff, and least likely to stretch --Crosswise grain--perpendicular to the lengthwise grain .Less strong, less stiff, and	Show on samples the various grainlines in woven, knit, and nonwoven fabrics by drawing lines in with pencil, ink, or a marker.

stretches.

- Selvages--smooth finished lengthwise edges of woven fabric
  - .Strong and stiff
- True bias--direction of the fabric 45 degrees from the lengthwise and crosswise grains
  - .Stretches
- Bias--any fabric direction other than lengthwise, crosswise, or true bias
  - .Tendency to stretch

Chacteristics of Grain for Knit Fabrics

- Ribs (wales)--lengthwise grain
- Courses--crosswise direction

Draw the lengthwise grain and crosswise grain on a knit fabric.

Characteristics of Nonwoven Fabrics

- Lengthwise grain--least stretchy direction
- Crosswise grain--most stretchy direction

Find examples of nonwoven fabric. Observe the amount of stretch in the various grains.

Fabric Widths

- 18, 22, and 25 inches
  - .Interfacing fabrics--woven, knit, nonwoven
- 35-36 inches
  - .Cottons, cotton blends, silk
- 42, 44, and 45 inches
  - .Cotton blends, woven synthetics, silks, some nonwoven fabrics
- 54-60 inches
  - .Wools, knits
- 72 inches
  - .Knits

Collect samples of different fabric widths. Label fabrics and widths.

Straighten Fabric Ends (Thread Perfect)

- Tearing
- Pulling a thread
- Cutting along a prominent crosswise thread or line
- Basting a thread line along lengthwise rib (knit)

Explain and demonstrate the different methods used to straighten the fabric ends.

Mount samples of fabrics that can be made thread perfect by cutting along a woven design.

Straighten Fabric Grain (Grain Perfect)

- Pulling on the diagonal (except wool)
- Steam pressing

Discuss various methods used to straighten fabric grain on woven and knitted fabrics.

--Submerging in water (use with washable fabrics only) --Marking with chalk on knit--place lengthwise grain of folded fabric against one side of a square table or a cutting board.	Demonstrate how to straighten fabric grain by making a fabric length grain perfect.
Pre-Shrinking Fabric --Submerge in warm water, dry on a flat surface, steam press --Prefessional dry-cleaning --Not necessary to pre-shrink Sanforized fabric --Shrink interfacings, zippers, and trims when shrinking fabric	Demonstrate several ways to pre-shrink fabric.
Pressing Fabric --Remove wrinkles. --Press out center fold of fabric.	Show how to press fabric on correct grain.

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC PRE-CONSTRUCTION

SUB-TOPIC Cutting

OBJECTIVES Given examples of various types of equipment used for cutting, the student will be able to identify tools used for cutting fabrics.

After reading selected references on cutting tools, the student will be able to recall the characteristics of good cutting equipment.

Given specific cutting tools and a fabric sample, the student will be able to explain and demonstrate directional cutting.

Using selected pieces of cutting equipment, fabric, and a pattern, the student will be able to cut a pattern layout correctly.

CONTENT	STUDENT LEARNING ACTIVITIES
Selecting Cutting Tools --Quality of tool --Use for which the equipment is intended --Sewing needs --Price	Read selected references and state guidelines for selecting cutting tools.
Equipment for Cutting --Shears	Display cutting tools. Label with name and use.
.Two-bladed and at least six inches in length .Bent handle design .One of two handles has opening for two or more fingers .Adjustable tension screw .Sharp cutting edge --Pinking shears	Compile a reference notebook by using pictures from a magazine or catalog. Make a chart of equipment used for cutting and give use of each item.
.Used for making ravel-resistant seam finishes .Expensive .Less versatile than shears .Cannot be sharpened easily .Care offered by manufacturer --Scissors .Shorter in length than shears (3-6") .Ring handles	Practice cutting fabric samples (later used for seams, seam finishes) using different types of equipment.

.Sharp points, slender blades --Ripping scissors .Small .Dull at tip .Remove stitching errors from garments --Electric scissors --Buttonhole scissors .4-5 inches long .Pointed blades .Blades set to cut a prescribed length --Thread clips .Short blade .Cuts stray threads quickly .Used with a clipping motion --Seam ripper .Used for removing stitches	Compare use and cost of cutting tools. Identify places where equipment can be purchased.
Directional Cutting --Cut fabric in the same direction in which the seams will be stitched, usually from the wider part of the pattern to the narrower (direction of arrows on seam line).	Demonstrate how to cut directionally and discuss the advantages of the cut.
Basic Guidelines for Cutting --Handle fabric as little as possible in cutting. --Use single or double solid line for cutting. --Use sharp shears.	List basic guidelines for cutting out a pattern.
Before Cutting --Pin all pattern pieces in place. --Parallel grainlines to selvage or place on fold. --Allow adequate space for pieces labeled: "cut four." --Study special notes for cutting pieces without a pattern. --Make sure pins are all inside cutting lines.	
Procedures for Cutting Fabrics --Keep fabric flat on surface. --Use long, firm cutting strokes. --Cut notches away from the pattern piece.	Cut out fabric using correct cutting tool.

--Cut slash and clip lines together.
--Use small clips for center lines, fold lines, top of sleeve.
--Use full length of blade to cut long straight areas and points to cut corners, curves, and small details.

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC PRE-CONSTRUCTION

SUB-TOPIC Marking

OBJECTIVES *Given selected pattern pieces, the student will be able to identify pattern markings that need to be transferred from pattern to fabric.*

Given available resources to study, the student will be able to explain the purpose of markings on selected pattern pieces.

After studying methods of transfer and given needed supplies and equipment, the student will be able to explain the different methods of transferring pattern markings to fabric.

Given examples of fabric, the student will be able to use the marking equipment to transfer markings from pattern to fabric.

CONTENT	STUDENT LEARNING ACTIVITIES
Reason for Transferring Pattern Marking to Garment Pieces --Accurate construction of project --Accurate fitting of project --Ensure desired fashion of project	Read selected references and state reasons for marking pattern pieces.
Equipment for Marking --Tracing wheel and paper --Tailor's chalk --Tailor's tacks --Pins	Show equipment used for marking--carbon and tracing wheel; needle, thread, and thimble; pins; tailor's chalk and dressmaker's chalk pencil. Demonstrate how each method is used on various fabrics. Explain advantages and disadvantages of each method on specific fabrics.
Selection of Method for Marking Fabric --Color, texture, finish, and weight of fabric --Location of marking on pattern piece	Cite factors to consider in choosing a method for marking fabric

Purpose of Markings --Show location of construction details	Show a pattern piece that is properly marked and one that is not. Discuss.
Types of Markings to Transfer to Fabric --Lines --Dots --Notches to show where to alter --Seam lines --Placement positions of darts, pockets, centers, fold lines, buttons and buttonholes, pleats, and tucks	Review the various construction detail markings on commercial patterns. Compare similarities and differences between the major pattern companies--Simplicity, Butterick, McCalls, Vogue, Kwik-Sew. Have students bring in a used pattern from home. Identify markings to be transferred by type and reason for transfer.
Methods of Marking --Dressmaker carbon paper and tracing wheel--firmly woven fabrics --Tailor's tacks--use on knits, sheers, lightweights, wools --Pins --Tailor's chalk and dressmaker's chalk pencils --Basting	Summarize procedure for using each method of marking. Display samples showing ways of marking on different kinds of fabric. Using a small sized pattern, transfer markings by each method. List reasons for using one method over another.
Advantages and Disadvantages of Each Marking Method --Tracing wheel and paper .Quick method .Markings sometimes are hard to remove and may show on right side of fabric --Tailor's chalk .Desirable to use on heavy fabric .May leave grease spot after pressing --Tailor's tacks .Best method to use on white, heavy fabrics, and sheers .Time consuming .Less accurate --Pins .Usually readily available .Least accurate and least effective of all marking tools	Explain advantages and disadvantages of each method for transferring pattern markings. Choose a marking method suitable for selected fabric.
Transfer Markings to Fabric --Select marking method to use on fabric.	Cut out small scale pattern pieces and transfer marking using the different marking methods.

--Decide on markings that need to be transferred from pattern to fabric. --Trace markings. Use ruler as a guide for straight lines.	Use correct marking techinques to transfer pattern markings to fabric.

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC UNIT CONSTRUCTION

SUB-TOPICS Advantage of Method

Developing a Work Plan

Basic Steps in Unit Method

OBJECTIVES *Using a commercial guide sheet for a pattern, the student will be able to describe the unit method of clothing construction.*

Given resources to study, the student will be able to explain the advantages of the unit method in constructing a project.

Given information on the unit method, the student will be able to define unit construction and list the basic steps in the unit method of construction.

Given a guide sheet for a specific pattern, the student wll be able to develop a work plan for a specific situation.

CONTENT	STUDENT LEARNING ACTIVITIES
Unit Construction Putting a garment together in units; stitching main garment parts and joining them in an orderly way	Read references. Write a definition of unit method of clothing construction.
Advantages of Unit Method of Construction --Takes less time to construct a garment --Minimal handling of garment sections --Parts of the garment that belong together can be easily found because they are left in units --Sewing can be completed on each piece as the pattern is removed --Short periods of time can be used to advantage by working on single units --Systematic approach makes one visualize where each part of the garment is located, how	Explain how unit construction contributes to an organized way of work.

parts are joined, and shows the relationship of one part to another	
Basis for Selecting Unit Method Gradual progression of learning from the simple to the more complex decisions, procedures, and techniques	Demonstrate the use of unit construction vs. construction steps randomly selected.
General Steps in Developing a Work Plan --Top with cut-on sleeve .Front .Back .Facings .Seams and hems --Simple shirt with darts, zippers, and waistband .Front .Back .Seams and Zipper .Waistband .Fasteners and Hemming --Simple Dress with back zipper .Dress front .Dress back and zipper .Prepare facings .Shoulder seams and neck facings .Side seams .Hemming and fasteners	Study guide sheet of the pattern selected for a project. Make a plan for a project you select. Plan a display of each type of garment listed at left. Identify units to use in construction.
Steps for the Unit Method of Construction --Complete each unit before beginning work on another unit. --When two units are completed, they can be joined. --Complete another unit and join to others; repeat procedure until all units are joined. --Finish all construction details. --Give project a final pressing.	Brainstorm steps to follow in the unit method of construction. Then outline specific steps and a time line for a selected personal project.

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC PRESSING

SUB-TOPIC Importance of and Techniques Used in Pressing

OBJECTIVES *After studying selected resources, the student will be able to explain the importance of when and how to press correctly.*

After observing a demonstration on pressing seams and darts, the student will be able to demonstrate the correct pressing techniques for seams and darts.

Given established criteria, the student will be able to evaluate pressing techniques used in garment construction.

CONTENT	STUDENT LEARNING ACTIVITIES
Importance of Correct Pressing --Maintain the shape and grain --Maintain texture of the fabric --Maintain a desirable outer appearance	
When to Press --Before cutting .Smooth, straighten, or shrink fabric --During construction .Under pressing --Complete .Final pressing	
Pressing Seams --Press both sides with seam edges flat together. Open and press flat. --Place strips of heavy paper under seam edges before pressing open. --Press seam over a seam roll, a rolling pin, or a point presser. --Press open enclosed seams (collars, cuffs, belts, and facings).	Demonstrate correct procedure for pressing seams, darts, hems, and sleeves.

.Press seam allowance on edge of point presser. --Open seam with tip of iron. --Press waistline seam upward. .Press seam flat on both sides. .Press seam open before pressing both seam allowance up. --Standing seam allowances (armhole and crotch)	Construct an illustrated pamphlet on pressing.
.Press together and turn up. .Press open the top position of center front and center back seams, above the notches.	Describe the appearance of seam and fabric after pressing has been completed.
Pressing Darts --Press on both sides along the line of stitching. --Press to one side over a tailor's ham (for shaping). --Darts that are wide or of a heavier fabric may be split and pressed open. --Vertical darts at waistline or neckline are pressed toward the center. --Horizontal darts at bustline or elbow are pressed downward.	Demonstrate pressing various kinds of darts.
Pointers on Pressing --Press with the grainline and in the same direction as stitched.	Develop general guidelines for pressing.
--Press on wrong side of fabric. --Remove bastings and pins. --Set iron temperature on lowest heat for a blend. --Pound sharp creases after fitting the garment is checked.	Write a news release on the value of pressing items during the construction process.
--Press gathers toward line of gathers. --Use a pressing cloth for touch up or final pressing. --Avoid overpressing your garment.	Compare two garments for qualities of pressing. On a check sheet rate each garment according to a selected scale for using correct guidelines in pressing.

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC SEAMS

OBJECTIVES Given resources to study, the student will be able to cite the factors affecting choice of seams for a selected project.

Following a study of seams, the student will be able to identify and select seams appropriate for a specific project.

Given materials and tools, the student will be able to construct samples of seams.

Using samples of seams, the student will be able to demonstrate the correct procedure for pressing seams.

CONTENT	STUDENT LEARNING ACITVITIES
Seams --Lines of machine stitching joining two fabric edges	Define terms.
Seam Allowance --Fabric between the line of stitching and the raw edge .Standard seam allowance -5/8 inch on most patterns -Narrow seam allowance on lingerie and knits	List on the board the purpose of seams in a garment. Look at patterns and note types of seams suggested for the garment. Explain how and why standard seam allowances vary.
Purpose of Seams in a Garment --Functional .To join the individual parts of a pattern to form a whole garment --Decorative .Accents on garments	Discuss reasons for choice of seams for specific fabrics.
Considerations in Selecting Seams and Suitable Seam Finishes --Fabric --Design --Purpose of garment --Location of seam in garment --Effect desired --Sewing ability	
Basic seams --Plain seam .Basic	Show samples of plain seams and enclosed seams.

.Versatile

--Enclosed seams

Variations of the Plain Seam

--Topstitched seam
--Lapped seam
--Welt seam
--Corded seam
--Slot seam

Preparing a Plain Seam

--Reinforce the beginning and end of each seam.
--Remove pins from seam as you stitch.
--Keep the two edges evenly as you stitch.
--Clip curved seams before being pressed so they will be flat.

Characteristics of a Well Made Plain Seam

--Lies flat
--Is a uniform width
--No puckers
--No tangled or broken threads
--Stitched on grain

Examples of Enclosed Seam

--French seam
.Seam within a seam
--Flat fell seam

Differences in French Seam and Plain Seam

--Two rows of stitching
--Raw edges enclosed
--Narrower finished seam allowance

Use of French Seam

--Sheer fabrics
--Fabrics that ravel

Constructing a French Seam

--Join wrong side of fabric pieces with a 3/8 inch seam.
--Trim seam allowance to 3/16 inch.
--Press seam open.
--With right sides together, press or crease the first row of stitching.
--Stitch ¼ inch from folded edge, encasing raw edges.

Identify the basic seams and discuss reason for use with specific fabrics.

Show examples of variations of the plain seam.

Prepare a bulletin board on the different variations of the plain seam.

Design a score card to evaluate the construction of a plain seam.

Demonstrate procedure for making selected seams.

Construct a sample of a plain seam.

Show transparency of the French seam and a fabric sample.

Discuss differences between a plain seam and a French seam.

Demonstrate the making of a French seam.

Construct a catalog of uses for the French seam.

Mock French Seam --Variation of plain seam --Seam allowances given special treatment --Especially desirable on curved seams on sheer fabric	
Use of a Simulated French Seam --Crisp, sheer fabrics --Used only on straight seams	
Making a Simulated French Seam --Place right sides of fabric together and stitch a regular seam. --Press seam open and flat. --Turn in both sides of the seam allowance ¼ inch, press. --Edge stitch the folded edges together.	
Flat Fell Seam --Enclosed seam --Tailored appearance --Decorative --Durable	Show transparency and sample of a flat fell seam.
Use for Flat Fell Seam --Sportswear --Men's shirts --Pajamas	Display clothing items that make use of the flat fell seam.
Qualities of a Flat Fell Seam --Strong --Neat --Serviceable finish --Comfortable	Observe a flat fell seam. Evaluate seam according to criteria listed.
Constructing a Flat Fell Seam --Stitch a 5/8 inch seam with wrong sides together --Press seam open --Press both allowances to one side. --Trim one seam allowance to ¼ inch. --Turn under ¼ inch on raw edge of other seam allowance. --Press the trimmed edge. --Top-stitch close to folded edge on garment.	Using examples explain the construction of a flat fell seam.
Steps in Pressing Seams --Press seam allowance together flat. --Press seams open or to one side according to pattern directions.	Demonstrate the pressing of a plain seam.

--Turn garment to right side.
--Press along the seam crease
with a press cloth.

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Textbooks

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Brinkley, J., Chamberlain, V. & Champion, F. *Teen guide to homemaking* (4th ed.). New York: Webster Division, McGraw-Hill Book Company, 1977, 287.

Burns, M. & Bishop, E. *Super sewing*. Philadelphia, Pa.: J. B. Lippincott Company, 1974, 154-155.

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Vanderhoff, M. Franck, L. & Campbell, L. Textiles for home and people. Lexington, Mass.: Ginn and Company, 1973, 392.

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Rader, H. & Potter, G. Basic sewing techniques. Knoxville, Tenn.: University of Tennessee Agricultural Extension Service, 1976, 17-18.

Roberts, W. & Fite, K. Seam finishes. Little Rock, Ark.: University of Arkansas Cooperative Extension Service.

Sadler, M. L. Seams and seam finishes. Stillwater, Ok.: Oklahoma State University, 1976.

Seams and seam finishes. Stamford, Conn.: Coats and Clark, Inc., Consumer and Educational Affairs Department, 1980.

CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC SEAMS

SUB-TOPIC: Seam Finishes

OBJECTIVES *After studying specific resources on finishing seams, the student will be able to give facts affecting choice of seam finishes for various types of fabrics.*

Given resources to study on seam finishes, the student will be able to describe seam finishes suitable for selected fabrics.

Using seam samples, the student will be able to select and construct finishes appropriate for a specific fabric.

CONTENT	STUDENT LEARNING ACTIVITIES
Seam Finish --Sewing or trimming seam edges	Read several references to determine meaning of term.
Purpose of Finishing Seams --Neat edge --Reinforce the seams --Prevent raveling --Reduce strain on the seam --Reduce bulk	Select four different types of fabrics. For each, determine purposes of finishing seams.
Factors Affecting Choice of Seam Finish --Type of fabric --Style and purpose of garment --Sewing equipment available --Time --Sewing experience	Name and briefly discuss factors affecting choice of seam allowance.
Types of Seam Finishes --Pinked .Quick .Easy .Firmly woven fabric	Identify and show samples of each seam finish.
--Clean-finishing .Attractive .Functional	List procedures for applying the various seam finishes.
.Used on light to medium weight fabrics --Overcast finish .Used on sheer fabrics	Look for seam finishes in commercial garments. Describe types of finishes applied to seams.
--Machine zig-zag finish .Good for fabrics that ravel	Determine why the selected seam finish is appropriate for a

easily .Curved areas --Hong Kong finish .Use on medium to heavy fabrics .Attractive on unlined garment --Pinked and stitched finish .Easy .Used on fabrics that ravel slightly	specific garment and fabric. Prepare a chart illustrating finishes and fabrics. Prepare samples of common types of seam finishes used in construction.
Eliminate Seam Finishes --Firmly woven fabric --Knotted fabric that does not curl --Non-woven fabric --Enclosed seam allowances	Observe specific fabrics. Explain reasons for not using a seam finish on certain fabrics.

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Textbooks

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC WAISTLINE FINISHES

SUB-TOPIC Facings, Elastic Casings

OBJECTIVES *After reading selected references, the student will be able to differentiate between a facing and a casing as a waistline finish.*

After observing a demonstration on the application of facings and/or casings, the student will be able to describe the procedures used in making an elastic casing and/or facing a waistline.

Given materials and supplies the student will be able to demonstrate the application of a facing and/or casing.

CONTENT	STUDENT LEARNING ACTIVITIES
Facing as a Waistline Finish --Replaces separate waistband --Finished edge of garment rests at natural waistline --Additional fabric allowed to finish the waistline edge	Display an example of a garment with a faced waistline.
Making and Applying a Facing --Interface waistline edge. --Stitch facing to garment. --Clip seam allowance. --Understitch the seam allowances to the facing. --Secure facings in place where seams cross. --Turn in ends of facing. --Hand stitch in place.	Demonstrate finishing a waistline with a facing. Construct a sample of a waistband with a facing.
Casings --Easy and convenient to use --Additional fabric attached to item which allows for elastic or cord to move freely to cinch the waistline	
Applying a Casing --Turn the raw edge of the waistline under ¼ inch and press. --Press along foldline for casing.	

--Edge stitch along the first fold to form a casing, leaving an opening of 1 to 2 inches.
--Insert elastic.
--Overlap cut ends of the elastic 1 inch and stitch.
--Slip stitch opening of the casing.

RESOURCES

Textbooks

Burns, M. & Bishop, E. Super sewing. Philadelphia, Pa.: J. B. Lippincott Company, 1974, 158-160.

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC HEMS

SUB-TOPIC Kinds, Construction

OBJECTIVES *Given samples of various hems, the student will be able to identify the kinds of hems.*

After discussions and demonstrations on the steps in making a hem, the student will be able to explain and show the steps involved.

Following a demonstration on distributing fullness in a hem, the student will be able to select and demonstrate one method of distributing ease in a hem.

CONTENT	STUDENT LEARNING ACTIVITIES
Vocabulary Hemline Hem width Seam tape Inconspicuous hem	Browse through references. Define terms used with hems.
Hem --Finished bottom edge of a garment or garment part	
Factors Affecting Hem Length --Fabric type --Garment style --Garment cut --Personal desire	Study fashions in current magazines. Select hem length for an individual and explain the reason for the selection.
Kinds of Hems --Plain .Straight edges --Narrow .Clean finish for tailored garments --Shaped .Curved hem edge on flared or circular garments --Rolled .Very narrow hem for lightweight and sheer fabrics	Study examples of hems in various garments. Identify the advantages and/or disadvantages of the kind of hem used.
Basic Steps in Hemming --Turn up desired hem allowance. --Pin or press to establish and hold the hemline.	Read references on basic steps in hemming. Demonstrate correct procedure for making a hem.

--Select width for hem allowance. --Trim excess fabric for desired hem width. --Apply appropriate edge finish to hem. --Hand or machine stitch hem.	
Distributing Ease in a Hem --Shrinkable fabrics .Align seams of skirt with seams of the hem. .Insert brown paper between hem and skirt. .Steam-press to shrink out fullness. --Non-shrinkable fabrics .Stay-stitch-plus .Fabric threads crowded together during the stitching process to provide extra ease .Ease line -Machine stitching ¼ inch from edge with a long stitch and pulling machine stitching to align seams of the hem with seams of skirt	Observe a demonstration on ways to distribute fullness in hems. Choose and demonstrate one method to distribute ease in a hem.

RESOURCES

Textbooks

Burns, M. & Bishop, E. Super sewing. Philadelphia, Pa.: J. B. Lippincott Company, 1974, 133-134.

Craig, H. Clothing--A comprehensive study. New York: J. B. Lippincott Company, 1973, 434-435.

Draper, W. & Bailey, A. Steps in clothing skills (Rev. ed.). Peoria, Ill.: Chas. A. Bennett Company, 1978, 464-469.

Faiola, T. & Pullen, J. The McGraw-Hill guide to clothing. New York: Webster Division, McGraw-Hill Book Company, 1982, 312-

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Mead, M. *Hemming*. Urbana-Champaign, Ill.: University of Illinois Cooperative Extension Service.

Sadler, M. *Here's to hems*. Stillwater, Okla.: Oklahoma State Cooperative Extension Service, 1979.

CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC HEMS

SUB-TOPICS Finishes for Hems
Hemming Stitches

OBJECTIVES *Given examples of hem finishes, the student will be able to identify various kinds of hem finishes.*

After observing a demonstration on finishing hem edges and hemming stitches, the student will be able to construct examples of different hem finishes and apply an appropriate hemming stitch for selected samples.

Using established criteria for hem application, the student will be able to evaluate a well-made hem.

CONTENT	STUDENT LEARNING ACTIVITIES
Selecting an Appropriate Hem Finish --Cut of garment --Fabric type --Style of garment --Wear garment will receive --Time --Skills and preferences	Study resources to cite factors for selecting an appropriate hem finish for various types of fabrics.
Kinds of Hem Finishes --Clean finish .Turned and stitched --Stitched and pinched .Tailor's --Overcast --Zig-zagged --Seam binding and stretch lace --Bias tape --Hong Kong .Bound --Rolled --Faced --Iron-on tape --Fusible materials	Read selected references to identify hem finishes suitable for various fabrics. List characteristics, uses, advantages, and disadvantages of the various edge finishes for hem. Examine and determine the type of edge finish on garments worn by class members. Observe a demonstration on edge finishes suitable for specific fabrics. Prepare several hem finishes for specific fabrics.

	Prepare several hem finishes for specific fabrics.
Methods of Attaching Hem to Garment --Machine --Hand	Identify methods used to attach garment hems.
Selecting a Method for Hemming --Weight and weave of the fabric --Style of the garment	Study resource materials. Note reasons for selecting hemming stitches for specific fabrics.
Types of Machine Stitching Suitable for Hems --Topstitching --Blind hemming stitch --Shell --Picot-edged --Lettuce	View illustrations of machine stitching and hand stitching used on hems. Prepare samples of hand hemming and machine hemming for specific fabrics.
Hand Hemming Stitches --Slip or blind stitch --Catch-stitch --Lock stitch --Slanted-hemming --Vertical-hemming --Pick stitch	Apply a suitable hemming stitch to selected project.
Special Hemming Tips --Hang garment 24 hours before hemming. --Keep stitches fairly loose. --Use single thread for hemming. --Make hemming stitches in direction of grainline.	Review selected references and summarize extra hemming tips prior to applying hemming stitches.
Characteristics of a Good Hem --Lower edge hangs an equal distance from the floor --Inconspicuous on right side --Smooth and flat --Uniform hem width --Hem width is suitable for fabric and design --Hem finish suited for fabric and design --Hemming stitches .Uniform .Evenly spaced .Secure .Free of puckers --Carefully pressed	Evaluate samples of hems that include correct hem finishes and hemming stitches.

RESOURCES

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Burns, M. & Bishop, E. Super sewing. Philadelphia, Pa.: J. B. Lippincott Company, 1974, 134-136.

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Sadler, M. Here's to hems. Stillwater, Okla.: Oklahoma State Cooperative Extension Service, 1979.

APPENDIX

SUPPLEMENTARY MATERIALS

Academic Media Center
University of North Dakota
Grand Forks, North Dakota 58202

How The Teenage Male Can Apply Line, Design, and Color to Clothing Choices - Slide tape presentation (80 slides + manual) that details the use of line, color, design, and proportion in creating visual impressions which will aid the teenage male to achieve the physical appearance he desires.

Bergwall Products, Inc.
839 Stewart Avenue
Garden City, N.Y. 11530

Filmstrips: Each filmstrip has an accompanying cassette plus a study guide with review questions.

930 Sewing Equipment 12-17 min.

1. Tools and Supplies
   - Measuring Tools
   - Using Cutting Tools
   - Marking Tools
   - Pins and Needles
   - Thread
   - Pressing Equipment
   - Notions
2. Sewing Machine (Singer)
   - Parts
   - Changing Needle
   - Threading
   - Bobbin Winding
   - Choosing Machine Needles
   - Machine Stitching--Testing Tension and Pressure

Pattern and Fabric 12-17 min.

1. Finding Your Figure Type
   - Figure Types Used by Pattern Companies
   - Taking Body Measurements
   - Finding Correct Pattern Size
2. Choosing Patterns and Fabrics
   - Measuring for Patterns
   - Pattern Selection
   - Reading and Interpreting Pattern Catalog and Envelope (front and back)
   - Natural and Synthetic Fabrics
   - Choosing Fabric
   - Determining Amount of Fabric to Buy
   - Matching Notions

934 How To Make a Blouse 11-12 min. (Simplicity Pattern #8293)

1. Preparing the Pattern and Fabric
   - Reading Guide Sheet
   - Pattern Symbols
   - Measuring Pattern
   - Altering Pattern
   - Fabric Preparation--Shrinking, Folding, Pressing, Straightening
   - Placing Pattern, Cutting, Marking

2. Sewing the Blouse
   - Stay-Stitching
   - Pinning
   - Facing
   - Seams
   - Reinforcing curves, clipping
   - Casing (sleeves, waistline)
   - Hemming

935 How To Make Pants 12-15 min. (Simplicity Pattern #7872)

1. Preparing the Pattern and Fabric
   - Concepts are similar to blouse

2. Sewing the Pants (Men)
   - Stay-Stitching
   - Fly Front Zipper
   - Pockets
   - Back Yoke
   - Seams--topstitching
   - Waistband
   - Belt Carriers
   - Hem Buttons and Buttonholes

932 How To Make a Skirt 12-13 min. (Simplicity Pattern #8295)

1. Preparing the Pattern and Fabric
   - Concepts are similar to blouse

2. How to Make a Skirt
   - Stay-Stitching
   - Darts, Gathers
   - Pressing Darts
   - Seams, Finishing
   - Centered Zipper Application
   - Waistband with Interfacing
   - Fasteners (Hooks and Eyes)
   - Hemming

933 How To Make a Shirt 14-19 min.

1. Preparing the Pattern and Fabric
   Concepts are Similar to Blouse

2. Sewing the Shirt (Men)
   Stay-Stitching
   Patch Pocket and Flap
   Yoke
   Shirt Collar
   Sleeve, Placket, Cuff
   Finishing Seams
   Hemming
   Buttons and Buttonholes

Career Aids, Inc.
8950 Lurline Ave., Dept F2
Chatsworth, CA 91311

Careers in Fashion - 35 color slides focus on three key areas--design/production, retailing and communications--and stresses skills transferable from one fashion occupation to another. Cassette and a printed commentary are included with the program.

Fashion: A Provocative Complexity--The filmstrip/cassette program presents a brief history of retailing. Information on the way we shop and the difference between style and fashion are discussed.

Clothing Care Series--Five filmstrips and accompanying cassettes on all phases of clothing care include:
Teacher's Guide
Laundromat
Dry-Cleaning
Laundry Products
General Clothing Care
Ironing

Color and You--Program on the use of color in selecting basic clothes and accessories. Kit contains one color fimstrip and cassette.

Learn-to-Sew Series--Cartoon filmstrip and cassettes are informative and highly motivating. Poster, Teacher's Guide, and Spirit Masters are included.

Let's Learn About Sewing--Sewing history, equipment, materials and supplies

Sewing a Beginner's Project--Step-by-step construction of a project

Spending Money on Clothes--Depicts management of a clothing budget in relation to the family

Sewing Clothes for Yourself--Basic sewing techniques

How to Dress Well Economically--Filmstrip and accompanying cassette aids the student to learn important tips on planning a coordinated wardrobe, when to buy, how to judge quality, and how to care for clothing.

Fit and Fashion--Filmstrip and cassette program discusses figure type, selection of pattern size, where and how much to adjust patterns, and how to make pattern adjustments.

Fashion and Textiles--Program covers interviews with professionals on the job and emphasize abilities necessary for success in the field of fashion and textiles--a good understanding of design, a familiarity with the market, a knowledge of fabrics, and a solid background in fashion technology. Three color filmstrips with accompanying cassettes are included with the program guide.

Plan Sewing and Handicrafts--Individualized course on basic sewing skills used in fashion topics include:

- Sewing Maching Operation
- Seams, Stitches, and Sewing Techniques
- Designing
- Patterns and Alterations
- Linings and Interfacings
- Decorative Finishing Touches

Make-up for the Natural Look--Program depicts value of good skin care and using make-up to enhance the natural look. A teacher's manual accompanies the filmstrip and cassette.

Coats and Clark, Inc.
Dept. P81
P. O. Box 1010
Toccoa, GA 30577

Basic Reference Leaflets

- Thread--Thread construction and principles of hand and machine sewing
- Zippers--Basic and special zipper installations as well as facings and finishing techniques
- Tapes and Trims--Casings, facings, and bindings
- Grain--Principles of grain in woven, knit, and nonwoven fabrics
- Marking--How to mark pattern symbols, marking methods, and equipment
- Seams and Seam Finishes--Instructions for seams and seam finishes plus handling special seams
- Hems--Preparing hem, hemming stitches, and special couture finishes

Mending--Patching, darning, replacing a zipper, turning collars and cuffs
Tailoring--Tailoring techniques for women's jackets and coats
Saving Energy--How to use clothing and textiles to save energy in different kinds of weather
Metrics for Clothing Construction--Teaching ideas for using metrics in sewing
Time Saving Sewing--Techniques and hint help speed up your sewing
Sewing for Children--Techniques to use for garments for toddlers and pre-schoolers
Menswear I--Pants--Fly front zipper, back welt pocket, and waistband
Buttonholes--Instructions for bound, handworked, and machine-worked buttonholes
Let's Face It--Facing and interfacing techniques; interfacing resource chart
Denim--Seams, topstitching, and fly front and flat-fell zippers
Jersey Single Knits--Ribbing, binding, and exposed zippers
Lingerie--Selection of patterns and fabrics; special sewing and trimming techniques
Short Pile Fabrics--Techniques for corduroy, velveteen, and velvet
Sewing Today's Fabrics--Fake furs, double knits, sweater knits

Educational Dimensions Group
Box 126
Stamford, CT 06904

Filmstrip: Each filmstrip has an accompanying cassette plus a study guide with short quiz of contents.

408-Careers in Fashion Design--Part I Background--History of Fashion

408-Careers in Fashion Design--Part II--The Job

1065-Sewing Basics
    Part I--Color and Fabrics
    Part II--The Sewing Machine
    Part III--Body Measurements, Pattern Study, Cutting and Making a Vest
    Part IV--Fitting and Alterations

Homemaking Research Laboratories
Tony, WS 54563

Beginning Sewing Techniques--Packet contains lessons on sewing machine stitches, fastening threads, stay-stitching, lengthening and shortening patterns, marking and stitching darts, application of facing, hand stitches, seam finishes, and zippers. Packet contains student texts with illustrated exercises, student tests, and teacher's key to exercise and tests.

Individualized Instruction Units in Clothing--Units contain complete lesson plans on actual construction of a garment. Program includes a teacher's guide and key. Contract test sets for the program can be used with content.

Sew Your Own--Emphasis is placed on sewing techniques used by "Ready-to-Wear" manufacturers.

Whole Sewing Catalog--Step-by-step instructions on pattern and fabric selection, layout of material, cutting, marking, making seams, darts, pleats, tucks, gathers, pockets, buttonholes, hems, alterations, zippers, buttons, and more.

Sewing Know-Why--Student workbooks, teacher's manual, and reproduction of workbook sheets in wall chart form and masters for overhead transparencies. Covers concepts needed to learn to sew based on understanding fabric, pattern, sewing machine, and clothing construction.

Look Like Yourself and Love It--Guide to personal style contains information on projecting a successful image, changing handicaps to assets, avoiding future wardrobe mistakes, choosing complementary hairstyles, makeup, glasses, and understanding and valuing yourself and others.

Home Economics School Service
10,000 Culver Blvd., Dept 82
P O Box 802
Culver City, CA 90230-0802

Clothing--Two-part color filmstrip examines clothing from around the world, the functions of clothing, different materials used for clothing, the ways they are prepared, and how clothing is cared for. Cassette and teacher's guide comes with filmstrips.

Great Sewing Activities--Set of 50 spirit duplicating masters test students' knowledge of the sewing machine, fabrics, stitches, styles, patterns, seams, darts, mending, and sewing projects that include patterns.

Clothing and Fashion: A History--Filmstrips with accompanying cassettes show drawings of the costumes in vogue during history's major eras.

Fun with Sewing Vocabulary--Duplicating masters and reproducible pages focus on word games and quizzes in sewing and fashion vocabulary.

Try It On/Dress for Less--Kit centers on high interest/low reading level reader and an accompanying work text dealing with buying clothing and related practical consumer concerns. The kit also contains a read-along cassette and two guides.

Crossword Puzzles for Textiles and Clothing--Book contains 18 puzzles which can be reproduced by any photographic process.

Consumer Clothing--Packet contains 20 activities designed to help students improve skills in clothing value, clothing care and repair, and sewing machine safety and operation. Project contracts and evaluation sheets are included in packet.

Crossroads 3: Fashion and Textiles--Three color filmstrips with cassettes present basic skills needed for careers in the area. Two of the filmstrips examine in-depth careers as fashion editor and manager of a retail outlet. Guide and 36 duplicating masters are included in the media kit.

Maclean Hunter Learning Resources
708 Third Avenue
New York, NY 10017

Butterick Sewing Series
- A Trip to the Fabric Store
- Get Set to Sew--Demonstrates how to make pattern adjustments, lay out a pattern, and cut and mark fabrics accurately.
- Planning to Sew--Program teaches students how to evaluate their wardrobe needs, select projects that fit their lifestyles, personalities, and budgets, and determine their body types and pattern sizes.
- Starting to Sew--Review of the sewing machine and basic sewing techniques are given.
- Taking Shape-- Techniques presented are easing, gathering, using interfacing, grading, trimming, clipping and notching.
- Finishing Touches--Program teaches about hems, closures, and trims.

Each of the series contains two filmstrips, duplicating masters, educator's guide, and wall charts.

See and Sew Transparency Series

Get Ready to Sew--Lessons on Know Yourself, Pattern Envelope, Consumer Decisions, Natural Fibers, Man-Made Fibers, Labeling, Sewing Notions and Equipment

Get Perfect Fit--Lessons on Measuring, Figure Types, Flat Pattern Adjustments, Circumference Adjustments, Front and Back Adjustments, Neckline to Shoulder, Sleeve and Armhole, Fitting Pants, and Fit as You Sew

Get Set to Sew--Topics included are Instruction Sheet, Pattern Symbols, Pattern Layout, Cutting and Marking, Language of Shaping, Machine Stitching, and Pressing

Sew I--Covers Seams, Curves and Corners, Seam Finishes, Darts, Facings, Zippers and Zipper Feet, Invisible Zippers, Conventional Zippers, Snaps and Hooks, Waistbands

Sew II--Topics include Shaping, Collars, Sleeves, Sleeve Finishes, Buttons and Buttonholes, Bound Buttonholes, Gatherings and Casings, and Pockets

Menswear I--Topics covered are You and Your Clothes, Pattern Envelope, Notions, Measuring, Flat Pattern Adjustments, Pattern Symbols, Instruction Sheets, Pattern Layout, Cutting and Marking, Shaping and Machine Stitching

Menswear II--Topics include Bands and Yokes, Banded Collars, Plackets and Pockets, Machine Buttonholes, Sleeves, Fly-front Zippers, Waistbands, Cuffs, and Hems

Quick and Easy Sewing Transparencies--Sewing information contains 76 transparencies divided into subject areas with instruction sheets

Clothing Communicates--Filmstrip designed to help students understand how clothing reflects one's personality and society's tranditions and attitudes

Making Clothing Choices--Filmstrip demonstrates how to apply the elements and principles of clothing design to student's individual needs

Planning Your Wardrobe--Filmstrip shows how to plan and develop a wardrobe that suits one's lifestyle and budget

Spending Your Clothing Dollars--Filmstrip teaches one how to shop and care for clothing intelligently by comparison shopping, credit, and proper cleaning and storing

Careers in Fashion Design and Manufacturing--Shows students what they can expect from a career in fashion design or manufacturing; two filmstrips, duplicating masters, wall chart and educator's guide

Careers in Fashion Merchandising and Promotion--Filmstrips introduce students to the opportunities available in the fashion merchandising and promotion fields. Program contains duplicating masters, wall chart, and educator's guide

At Home with Textiles--Filmstrip contains information on the construction and uses of textiles. Program contains duplicating masters, wall chart, and educator's guide

Living Color--Filmstrip discusses color terminology and explains basic color schemes. Duplicating masters, wall chart, and educator's guide are included with program

Basic Concepts in Clothing--Topics covered are fad and fashion, elements of fashion design, basic clothing construction, and how to plan, purchase, and maintain a wardrobe. Program has four filmstrips, duplicating masters, transparencies and educator's guide

Discovering Fibers and Fabrics--Filmstrips explore fibers, steps in fabric production, qualities of different fabrics, the reasons for blends, and the effects of finishes on a fabric's performance

Sewing to Fit--Review of making accurate body measurements and analysis of one's body structure

American Man: 200 Years of Authentic Fashion--Story of how events and attitudes of each era have been relected in men's clothing. Kit contains two filmstrips

American Woman: 200 Years of Authentic Fashion--Depicts for students how women's fashion has been influenced by historical events. Program has two filmstrips, wall chart, and educator's guide

The Butterick Fabric Handbook--Complete source book for fabric selection and care

The McCall Pattern Company
P. O. Box 9119
Manhattan, KS 65502

Filmstrips

Fabric Fashion Forecast

McCall's Custom Method of Sewing--Color filmstrips detailing steps in garment construction

- Begin With the Pattern
- Start to Sew
- Facing a Neckline
- Making a Bound Buttonhole
- Setting in a Sleeve
- Applying a Waistband
- Hemming a Skirt
- Handling Plaids and Stripes
- Figure Your Size

Historical Highlights and Contemporary Clothes

Birth of a Pattern--Color filmstrip showing how a pattern is made; includes career information in the pattern industry

How to Make It in Fun Fur--Filmstrip details instructions for sewand with fake fur

McCall's Custom Method of Tailoring--Two filmstrips with instruction commentary on step-by-step process in jacket or coat construction

Leaflets

- Guide for Color Study, Revised
- Color and You
- Careers in the Pattern Industry
- Know Before You Sew
- Knit Novelties--Information/activity sheets dealing with characteristics and handling of special knits
- Border Print Basics--Innovative use of classic and new border prints
- Quilteds--Quite Easy--Design selection, layout hints, and special constructions

Booklets

- The Creative Art of Tailoring--Techniques for tailoring a coat or jacket
- Elementary Pattern Adjustments--Quick guide to making basic pattern adjustments for perfect fit
- Careers--Information about various jobs in home economics field
- How to Fit Book--Sewing tips and how to's for solving fitting problems

Charts

- Line-wise--Principles of optical illusions
- Female Figure Types--Male Figure Types--Body measurements in customary units and metric units. Tips for determining pattern size and how to take measurements
- Color Wheel--Charts with color discs illustrating how to teach color step by step
- Optical Illustion Posters--Line art illustrating simple optical illusions and how they are used in fashion
- All Basics Chart of Sewing--Wall flip chart consisting of fundamental sewing constructions and terms
- Fabric Conversion Charts

Man-Made Fiber Producers Association, Inc.
1150 17th Street, N.W.
Washington, D.C. 20036

- Man-Made Fibers--History of man-made fibers, types, production, and the combining of fibers to make fabrics

Nasco
901 Jamesville Ave.
Fort Atkinson, WS 53538

GAMES

Wheel of Fabrics, Fibers and Finishes--Fabric selection and care

Clothing Styles--Terminology used in fashion ads and pattern descriptions

Sewing Tools--Students become aware of different kinds of sewing tools

Good Grooming Game--Good grooming practices

Yardbird--Game teaches students to purchase the proper amount of yardage for sewing projects.

Fashions from the Past--Game designed for increasing fashion vocabulary

Teaching Packet for Fabric Recycling--Student guide, study questions, and work plan for fabric recycling

Activities for Clothing Classes--Activities include crosswords on sewing tools, sewing machine parts, identification of different types of sleeves, collars, necklines, spelling tricky sewing words, pattern envelope information, and fabrics

Grooming and Personal Development--Ten puzzles designed for boys on manners, personality, posture, grooming, careers, makeup, and skin care

Nasco Fabric Files--Files designed to teach composition and characteristics of the different fabrics

Sewing Instruction Folders--Developed for knit fabrics. Folders contain printed instructions, and examples of sewing methods are included. Topics are patch pockets, seams and seam finishes, elastic waistband, stay-stitching, hem finishes, interfacings, zippers, and linings.

Nasco Clothing Construction Folders--Discusses techniques to use for zippers, seams and seam finishes, buttonholes, hems, gussets, bias, set-in sleeves, plain cuffs, mitering, pockets, and tailoring tips. Folders contain detailed directions in each folder and actual samples of sewing methods are attached to inside of the folders.

Nasco Plaid Kit--Transparencies of plaids plus fabric samples of different kinds of plaids with description of characteristics

Nasco Interfacing Kit--Samples of interfacing fabrics with overhead projector transparency

Nasco Lining Kit--Collection of lining fabrics with characteristics, uses, and fiber content

Neckline Sampling Kit--Kit includes 10 neckline samples, student booklets and exercise sheets, and a teacher's guide.

Color Kit--Kit contains materials for color schemes; color vocabulary; color wheel; and color in relationship to one's likes, dislikes, personality, body shape, complexion, hair, and eyes. Teacher's manual, 12 color collars, student workbooks and tests, and two color wheel posters come with the kit.

Nasco Sewing Transparencies

- Equipment for Sewing
- Measuring for Pattern Selection
- Figure and Fit
- Pattern Study
- When You Shop for Fabric
- Use of Interfacing
- Understanding the Grain of Fabric
- Making Fabric Grain Perfect/Preparation of Fabric for Sewing
- Pattern Layout
- Methods of Marking Fabric
- Finishes for a Plain Seam
- Seam Variations
- Basic Hand Stitches
- Stitching and Finishing Darts
- Directional Stitching/Stay Stitching
- Pressing Techniques
- Application of a Lapped Zipper
- Application of Slot Seam Zipper
- Waistband Construction and Application
- Clipping and Notching--Removing Bulk from Seams
- Dressmaker Collar Construction
- Application of Fitted Neckline and Armseye Facings
- Construction of Bound Buttonholes
- Construction of Machine Made Buttonholes
- Understitching
- Hem Finishes/Hem Stitches
- Hems for Flared and Circular Skirts
- Understanding Bias
- Vocabulary of Sewing Terms
- Proper Hem Measurements
- Applying Grippers
- Select the Best Fasteners
- Making Covered Buttons
- Fabric Structures--Four Basic Weaves
- Fitting Pants

Care of Hands and Nails--Slide set program teaches student how to care for hands, nails, and feet.

Pellon Corporation
Education Department
119 W. 40th Street
New York, NY 10018

Interfacing: What, Why, Where, How--The program describes the importance of interfacing, why interfacing is used in a garment, when and where to use a sew-in or fusible interfacing, and how to select an interfacing according to styling of garment. Kit contains a color filmstrip, tape cassette, teacher's guide with duplicating masters, Pick-a-Pellon Guide Sheet, Swatch Pad of interfacings, and a poster.

Sears, Roebuck and Co.
Sears Tower
Chicago, IL 60684

Booklets

Selecting Fashions--Emphasizes style, figure types, fit, workmanship, and coordination of the mature woman

Selecting Teen Fashions--Considers how to build a wardrobe for teen girls with fashion, fit, and quality

Young Men's Clothing--Tells how clothing communicates with emphasis on vocabulary, care, coordination, buymanship, and fibers

How to Select Infants' and Children's Clothing--Discusses the clothing requirements of children from birth through age five with emphasis on design, fit, and growth features

A Cash Buying Plan for Children's Clothes--Guide to the planning and management of limited resources for children's clothing with a step-by-step clothing budget, buying plan, and buying chart

Sears Color Wheel--A 21-inch color wheel illustrating different hues. Guide is enclosed to help assemble and use color wheel to build color schemes and apply color principles

Sears Fabricare Manual--Features seven swatches of most commonly used fabrics with extensive care information for each

The Basics: Clothing and Accessories--Basics of men's clothing defined and illustrated in the 80-frame filmstrip with cassette narration and study guide

The Basics: Sportswear--80-frame filmstrip with cassette narration and study guide covers sportswear separates, fabrics, outerwear and current style trends

Simplicity Pattern Co.
901 Wayne Street
Niles, MI 49121

Leaflets and Booklets

- Simple Pattern Adjustments
- Pressing Pointers
- Fashion Smarts
- Sewing Shortcuts
- Say it with Stitches
- Simplicity's Mini Dictionary
- Fabric-Wise Shopping
- Knit Know-How
- All About Plaids
- Fabric Makes the Fashion
- Metric's Sew Easy
- Sewing on Your Own
- Measure Up
- What Pattern Size Am I?
- Napped Fabric Know-How
- A Fuss-Free Guide to Fitting Pants
- "How to Sew" Lesson Set
- Sewing is Fun and Easy with a Simplicity Pattern
- Find Your Size Wall Chart
- Fashion It
- Sewing Sheers and Laces
- Sewing Quilted Fabrics
- Napped Fabrics

The Soap and Detertent Association
475 Park Avenue South
New York, NY 10016

Measuring Your Way to a Better Wash--Booklet describes how much laundry detergent to use.

Soaps and Detergents--Information about cleaning products--ingredients, how they are made, how they work, and the various kinds of products available to the consumer

Society for Visual Education
Department LP
1345 Diversey Parkway
Chicago, IL 60614

Getting a Job--Program of filmstrips, cassettes, teacher's manual, and 25 skill extenders include the following titles: Making a Career Decision, Preparing to Hold a Job, Looking for a Job, and The Job Interview.

Advancing on the Job--Set of filmstrips, cassettes, teacher's manual, and 25 skill extenders has the following titles: Job Success, Developing Good Work Habits, Evaluating Your Work Performance, and Advancing on the Job.

Good Grooming--Complete good grooming program includes filmstrips with cassettes and teacher's manual. Titles included are Looking Good, Feeling Good; Diet and Exercise; Skin Care and Hair Care; Choosing Your Own Style.

Understanding Your Sewing Machine--Program of filmstrips and cassettes along with teacher's manual include these titles: What Makes Your Sewing Machine Sew; Taking Care of Your Sewing Machine; Corrective Maintenance on Your Sewing Machine; and Easy Solutions to Sewing Difficulties.

Teaching Aids Incorporated
P.O. Box 1798
Costa Mesa, CA 92626-0798

Fundamental of Sewing Knits--Filmstrip titles included are: Round Neck Knit Tops, "V" Neck Knit Tops, Slacks and Shorts, Swimwear, Cardigan, and Alpaca Sweaters. Teacher's manual is included with materials.

Fundamentals of Sewing: Woven Fabrics--Eight filmstrips with accompanying teacher's manual include the following titles: Equipment and Supplies, Fabric Structure; Sewing Terms, Preparation, Triangle Scarf; Construction of a Jumper--Part 1; Construction of a Jumper--Part 2; Construction of a Jumper-Part 3; Construction of a shirtdress--Part 1; Construction of a shirtdress--Part 2; and Construction of a shirtdress--Part 3.

How to Make a Skirt

Preparing the Pattern and Fabric--Cassette and filmstrip shows how to read a pattern guidesheet, how to understand pattern markings, and how to lengthen or shorten a pattern.

Sewing the Skirt--Filmstrip shows how to make a skirt with gathers in the front, darts in the back, and a zipper.

Study guide and cassette come with the filmstrip.

Clothing: Age Cycles and Choices--Function and age cycles; cost, style, quality and planning. Twelve transparencies, 16 duplicating masters, and a teacher's guide are included in the program.

The Psychology of Fashion--Filmstrip explores the world of fashion and how it affects personality. Cassette and teacher's guide are included.

Webster Division
McGraw-Hill Book Company
Manchester Road
Manchester, MO 63011

Clothing Construction Film Loops--Set of 24 includes Preliminary Techniques, Basic Sewing Techniques, Advanced Sewing Techniques. Each film is four minutes in length, comes with a guide, and illustrates the techniques used to solve the problems encountered in learning to sew.

Guide to Modern Clothing Transparencies--11 Color transparencies on line and color in clothes and another set that contains nine visuals on Design in Clothes. The transparencies contain acetate sheets, front matter, and Teacher's Guide Notes.

Westinghouse Learning Corporation
5005 West 110th Street
Oak Lawn, IL 60453

Plan Sewing and Handicrafts--Individualized activity program that includes the following topics: sewing machine operation, patterns and alterations, seams, stitches and sewing techniques, linings and interfacings, designing, decorative finishing touches. Kit contains student progress books, teacher's guide, test card set, and answer pads, daily progress wall chart, duplicating masters, and teacher planning forms.

Clothing Construction

Topic: Sewing Equipment

Subtopic: Selection, Use, and Care of Small Equipment

"TOOLS OF THE TRADE"

Use quality pictures or minuatures or models of small equipment and attach them to the bulletin board attractively.

Use three dimensional letters for identification of equipment.

Topic: Sewing Equipment

Sub Topic: Selection of Large Equipment
(Sewing Machine)

"GET ACQUAINTED WITH ME."

Draw or get picture of sewing machine.

Attach to bulletin board.

Write names of parts on construction paper. Students can attach them to the appropriate place on the sewing machine picture.

Topic: Sewing Equipment

Subtopic: Use of Sewing Equipment
(Sewing Machine)

"I CAN'T WORK ALONE."

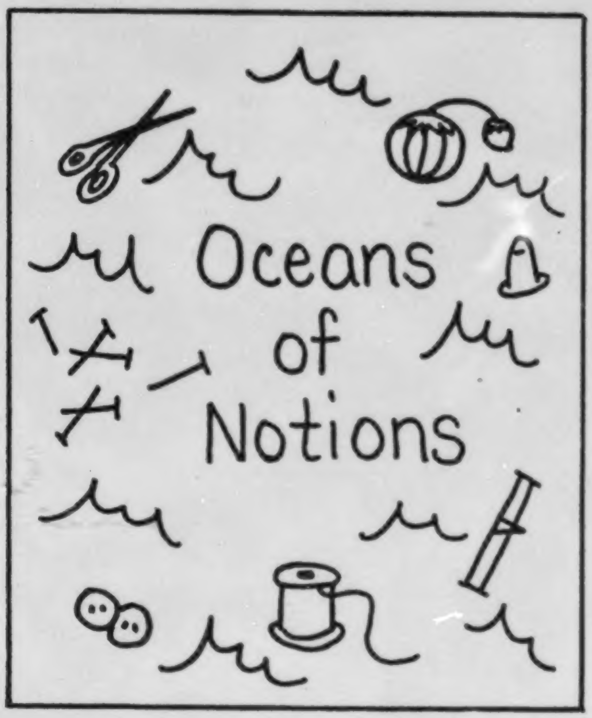
"I NEED SOME THREAD."

Attach a picture of a sewing machine to the bulletin board.

Use a strip of yarn and connect with pin on parts to be threaded.

Topic: Sewing Equipment

Subtopic: Sewing Notions

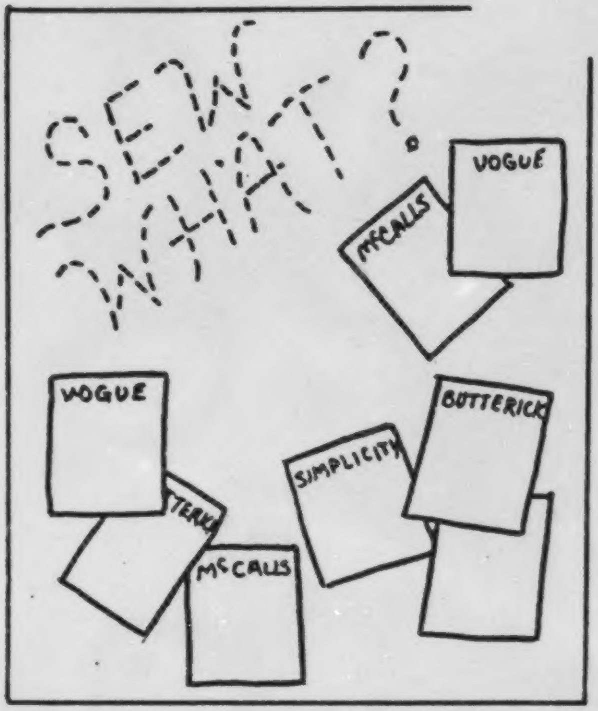


Use real notions and attach to bulletin board.

Cut out waves which represent ocean from construction paper and attach to board; or use cotton to represent waves.

Topic: Pattern Selection, Preparation, Alteration, Placement, and Recycling

Subtopic: Commercial Patterns


SEW WHAT?
McCALLS
VOGUE
VOGUE
TERIC
McCALLS
SIMPLICITY
BUTTERICK

Put up patterns that you suggest that your students make.

Attach different types of pattern envelopes attractively to the bulletin board.

Topic: Pattern Selection

Subtopic: Size and Measurement

"WHICH TYPE ARE YOU?"

(Use back of a pattern envelope for drawings.)

Misses	Miss. Petite	Junior	Junior Petite
Waist to hip--9"	Waist to hip--7"	Waist to hip--9"	Waist to hip--7"

Sketch, cut out, or use commercial figure types.

Attach to bulletin board.

Write the different figure types on construction paper
- Misses about 5'5"
- Miss Petite about 5'2"--5'3"
- Junior about 5'4"--5'5"
- Junior Petite about 5'--5'1"

Attach these to the figure types they match.

Indicate the waistline of each figure type and the measurement from waist to hip.

Resource

Textbooks

Iowa Home Economics Association. Unit method of clothing construction. (6th ed.). Ames, Ia.: Iowa State University Press, 1977, 14.

Subtopic: Packet Information

"WHEN NOTHING ELSE WORKS TRY READING."

Attach envelope of pattern with back side up on bulletin board.

Subtopic: Packet Information--Pattern Symbols, Selecting Pattern Pieces

"DO YOU KNOW YOUR SYMBOLS?"

Pin pattern pieces on the bulletin board.

Write names of symbols on construction paper and attach to symbols on pattern piece.

Subtopic: Placement

"WATCH YOUR PLACE."

Make lines and symbols more legible on pattern pieces to be used.

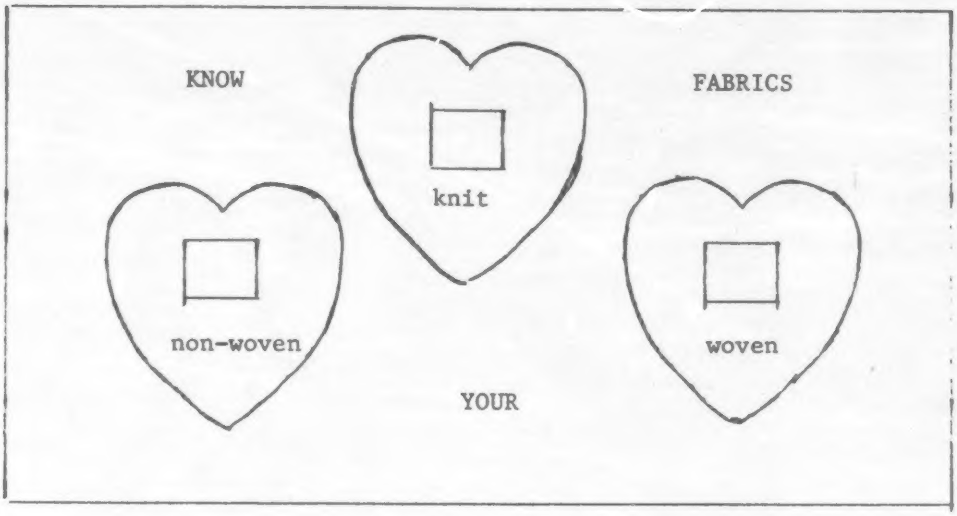
Pin a piece of fabric or soft paper folded correctly on the bulletin board.

Attach pattern pieces to board.

Topic: Fabric Consideration

Subtopic: Fabric Preparation: Woven, Knit, Nonwoven

"KNOW YOUR FABRICS."



Cut heart shapes from construction paper.

Attach fabrics to paper.

Write names of fabrics on paper.

Attach to bulletin board.

Subtopic: Stripes

"WATCH YOUR STRIPES."

Collect pictures of garments made from stripes--vertical, horizontal, diagonal.

Arrange them attractively on the bulletin board.

Subtopics: Plaids--Identity, Selection

"DRESS UP WITH PLAIDS."

Cut pictures of garments made from plaids--even, symmetrical, uneven.

Arrange on a bulletin board.

Topic: Fabric Consideration

Subtopic: Napped and/or One Way Design

"SEW WITH NAPPED FABRIC."

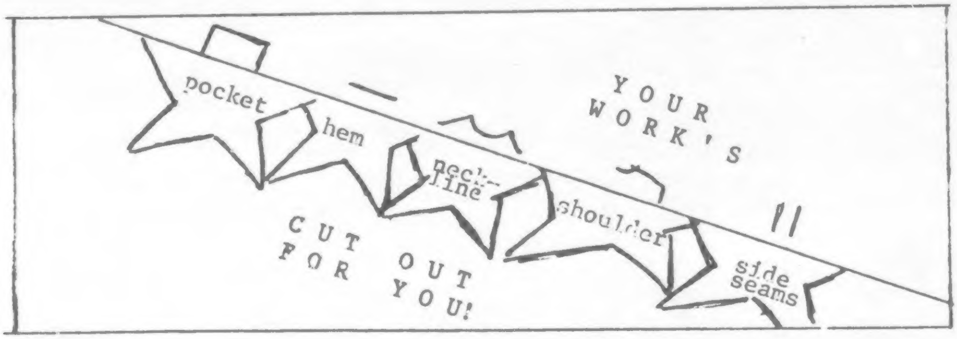
Get a piece of fabric with nap or one way design.

Attach pattern pieces to it.

Attach to board.

Topic: Pre-Construction

Subtopic: Cutting


YOUR WORK'S
CUT OUT FOR YOU!
pocket
hem
neck-line
shoulder
side seams

Cut stars from construction paper.

Cut parts of garment from construction paper.

Write names in stars.

Arrange on board.

Subtopic: Marking

"MARK AND BE MORE ACCURATE."

Get small pattern pieces.

Attach them to pieces of fabric.

Do a different method of marking on each.

Attach to board.

Subtopic: Pressing

"PRESS WHILE YOU SEW."

Cut pictures of pressing equipment.

Write names on construction paper.

Attach pictures to board and place names either above or below them.

Topic: Gathering and Shirring

"DRESS IT UP WITH GATHERS."

Make step by step samples.

Attach to construction paper.

Write each step on construction paper.

Attach to the board.

Topic: Darts and Tucks

"TUCK YOUR DARTS."

Use the same ideas as above.

Subtopic: Pleats

"PLEATS ARE FASHIONABLE."

Make samples of pleats.

Mount on construction paper.

Write names of pleats either above or below.

Attach to a board.

Topic: Seams

"GOOD SEAMS GIVE GOOD FIT."

Make step-by-step samples of different seams.

Mount on construction paper.

Topic: Facings

"WE ALL NEED FACES."

Cut different types of facings.

Mount on construction paper.

Write names on construction paper.

Topic: Collars

"A WORLD OF COLLARS."

Collect pictures of different kinds of collars.

Arrange them on the board in a circle.

Write the names on construction paper and attach.

Topic: Sleeves

"ONCE YOU'VE MADE 'EM LOVE 'EM."

Collect pictures of different types of sleeves.

Write names and mount.

"KNOW YOUR SLEEVES."

Cut sleeves from pattern piece.

Write names of parts on construction paper.

Attach sleeve to board and label parts.

Topic: Zippers

"ZIP THEM UP."

Label and display different types of zippers.

Topic: Hems

"LET'S GO WITH HEMS."

Make samples of different types of hem finishes.

Attach to construction paper and label.

Attach to board.

Topic: Fasteners

"WHY USE PINS."
"KNOW YOUR FASTENERS."

Collect different types of fastenings; label and put on board.

Topic: Trims and Tapes

"TRIM THEM UP."

Collect samples of different types of trims and tapes.

Attach them to pieces of fabrics using different method.

Attach to construction paper and label--name of trim or tape and method of applying.

Topic: Pockets

"DRESS IT UP WITH POCKETS."

Make samples of pockets.

Attach to construction paper.

Label,
OR
Collect pictures of clothes with pockets.

Attach to construction paper.

Topic: Waistline Finishes

"SHAPE UP YOUR WAIST."

Collect pictures of pants and skirts that are made with different waist finishes.

Attach to construction paper.

Write method used for finishing.

Topic: Buttonholes and Buttons

"BUTTON THOSE HOLES."

Make step-by-step samples of buttonholes--hand and machine.

Attach to construction paper.

Write step I, etc.

Divide board into two halves with "hand" on one side and "machine" on the other.

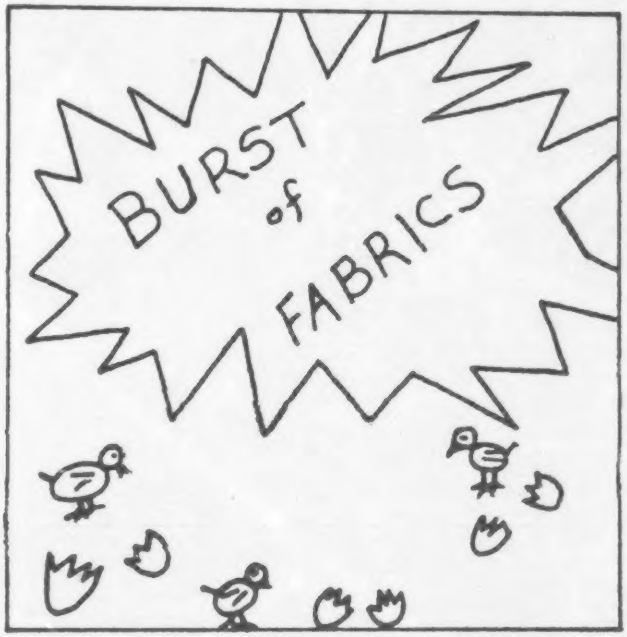
Topic: Tailoring

Subtopic: Standards for a Tailored Garment

"THE TAILORED LOOK."

Collect patterns suitable for making tailored garments.

Subtopic: Fabric



Add samples of fabrics to the bulletin board.

Collect samples of fabrics suitable for making tailored garments.

Subtopic: Equipment for Tailoring

"USE ME FOR A BETTER FINISH."

Cut pictures of tailoring equipment.

Attach to construction paper.

Write names of equipment on paper.

Attach to board.

Topic: Tailoring

Subtopic: Lining, Underlining, Interfacing

"CREATE A MORE PROFESSIONAL LOOK."

Collect samples of fabrics used for lining, underlining, and interfacing.

Attach to construction paper; write names of fabrics on paper.

Attach to board.

Topic: Tailoring

Subtopic: Fitting--Principles

"HOW DO I LOOK?"

Collect pictures of tailored garments--good fit and bad fit.

Divide board in two.

Discuss why pictures were placed under each heading

Have students arrange good fit on one side and bad fit on the other.

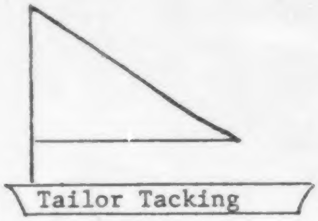
Subtopic: Construction Techniques for Tailoring Factors that Influence Selection of Tailoring techniques

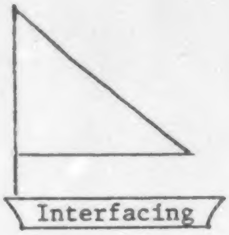
"SAILING WITH TECHNIQUES."

Using construction paper, cut out shapes of boats.

Write the tailoring techinques on each paper board.

Arrange on board.





etc.

Economic Aspects of Clothes

Topic: Decision Making

"DECISION! DECISION!"

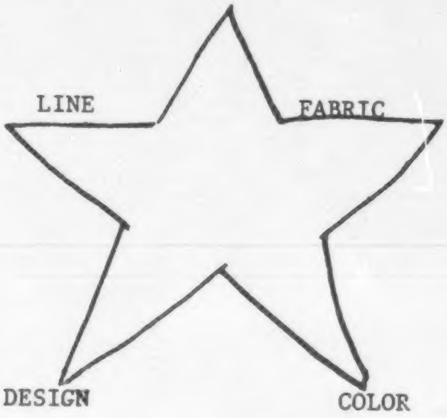
Write the steps in the decision-making process on construction paper.

Locate pictures which correspond to each step.

Topic: Wardrobe Planning

Sub Topic: Clothing Design Principles
Fibers and Fabrics

"PLAN YOUR WARDROBE ACCESSORIES."



Cut this picture from construction paper. Write principles on construction paper.

Sub Topic: Care Requirements

"READ AND TAKE CARE."

Ask students to collect and take to class labels which include information on the care and fiber content of a garment.

Arrange on board.

Topic: Family Clothing

Sub Topic: Children's Clothing--Importance, Selecting Features

"KIDS ARE PEOPLE TOO."

Collect pictures of children's garments, depicting growth, self help features, attractiveness, etc.

Mount on construction paper.

Sub Topic: Children's Clothing--Measuring and Sizing, Workmanship, Buying Tips

"CHOOSE CLOTHING WISELY."

Collect pictures of clothing a child in each age category will need. Mount on construction paper.

Divide board in five equal parts.

Write the name of each group on construction paper.

Sub Topic: Men's Clothing

"MEN ARE IN FASHION TOO."

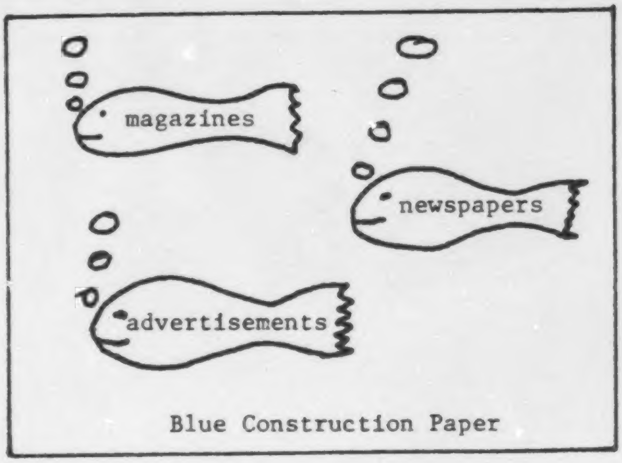
Collect pictures of men's clothing which should be included in the wardrobe.

Mount on construction paper.

Topic: Accepting Consumer Responsibilities

Sub Topic: Sources of Consumer Information

"SEA OF INFORMATION."


magazines
newspapers
advertisements
Blue Construction Paper

Cut shape of fish from construction paper.

Write sources of consumer information on paper.

Cut bubbles for fish.

Use blue construction paper for background.

Sub Topic: Basic Rights

"LETS EXERCISE OUR RIGHTS."

Ask students to collect articles from magazines and newspapers which describe consumer responsibilities.

Sub Topic: Labels

"THEY GIVE A WORLD OF INFORMATION."

Ask students to collect different clothing labels.

Arrange in circle.

Sub Topic: Complaints

"CONSUMERS HAVE RIGHTS."

Ask students to collect letters of consumer complaints from newspapers and magazines.

Sub Topic: Advertising

"USE THE AD SECTION."

Collect pictures of clothing advertised in newspapers, catalogs, bulletins, and pamphlets.

Mount on construction paper.

Topic: Energy Needs

Sub Topic: Factors Affecting Thermal Comfort Using Clothing to Save Energy

"IT PAYS TO DRESS WARM."

Collect pictures of clothing that provides warmth.

Mount on construction paper.